



South Lyon Community Schools

**Parent Handbook
2017-2018**

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Great Start Readiness Program PARENT HANDBOOK

South Lyon Community Schools
Great Start Readiness Program

Welcome Letter

Dear Parent/Guardian,

Welcome to South Lyon Community Schools Great Start Readiness Program. We are enthused about your interest in an excellent preschool program for your child. We believe you will find ours a quality program, and that our reputation for a sound curriculum combined with a caring staff will provide your child with an excellent preschool experience.

We started providing services for families of preschool children in 1974 and have been building on that strong foundation ever since. We are continually updating our curriculum and our structure to meet the changing needs of the South Lyon School community.

These are some of the most important years of your child's growth and development. Through use of effective early childhood practices appropriate for young children, we recognize the importance of these early years and offer you our support.

We look forward to having you join us as we work together in building a foundation for your child's future.

Sincerely

Great Start Readiness Program Staff
South Lyon Community Schools

Great Start Readiness Program PHILOSOPHY STATEMENT

South Lyon Great Start Readiness Program supports an effective early childhood program that recognizes each child as a whole person, whose growth occurs in developmental stages that are uniquely individual and continuous.

Young children learn most effectively when they are engaged in an environment where teacher-child, child-child, and child-environment interactions are all at high levels. Learning is seen as an active process where knowledge is constructed as well as acquired.

We choose to implement HighScope Preschool Curriculum and High Scope Child Observation Record as our child assessment tool. We provide a balance of child-initiated and teacher-initiated activities, which enhances the social, emotional, physical and intellectual development of each child. The curriculum is based upon emerging abilities in young children and is responsive to the differences in their levels of development.

The staff believes in a warm, nurturing environment that provides children physical and psychological safety. Teachers and parents working as a team provide the learning experiences and model fostering positive attitudes and dispositions toward learning. The staff recognizes the unique cultural values of each family and celebrate that in the classroom.

South Lyon Great Start Readiness Program recognizes the importance of a continuing evaluation system assessing and reviewing the progress, performance and development of children, personnel and overall program.

GREAT START READINESS PROGRAM GOALS*

- ✓ To enhance children's feelings of comfort and security.
- ✓ To provide opportunities to translate experience into understanding.
- ✓ To address all aspects of children's development.
- ✓ To teach children concepts and skills through active manipulation of objects.
- ✓ To design activities so that concepts and skills are appropriately presented by utilizing a variety of methods and techniques.
- ✓ To enable children to experience both challenge and success.
- ✓ To design activities that are carefully and developmentally sequenced.
- ✓ To provide individualized instruction and small group activities rather than requiring children to move as a group from one learning objective to the next.
- ✓ To enable children to learn those things which are important to them.
- ✓ To use language which enhances children's critical thinking.

**Based on Early Childhood Standards of Quality by the State of Michigan Board of Education.*

Great Start Readiness Program

Mission Statement

The mission of the South Lyon Early Childhood Program is to serve the children and families of the South Lyon Community by offering a dynamic, developmentally appropriate and research-based preschool education program to prepare children for school and life success.

Program Overview

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool for eligible four-year-old children with a focus on supporting children's development of school readiness skills. The program is administered by the Michigan Department of Education (MDE), Office of Great Start (OGS). Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

To support learning at home and increase positive child outcomes, programs must provide for active and continuous involvement of parents in the learning process. Through advisory meetings, parents assist to evaluate and make recommendations about the program.

Class Structure

Great Start Readiness will provide class from 8:30 am to 3:30 pm Monday through Thursday which is the same length as a full elementary school day for at least 120 days during the school year. Children will be assigned to a class based on openings available and family need. Classes are located at South Lyon Early Childhood Center (ECC), 310 N. Warren St. South Lyon and at East High School, 52200W. Ten Mile Rd. South Lyon. The program is run through the ECC office; 248-573-8330. Information can also be found on the school website: www.slcs.us

Admission/Child Eligibility

Children must meet criteria based on the MDE and Department of Licensing and Regulatory Affairs (LARA). Priority in registration is given to families based on income and the number of risk factors. Students are not selected on a first-come, first-serve basis.

If there are no openings in a class, families can choose to be put on a wait list. After a child starts in a class it is not educationally sound to switch classes.

Registration Requirements

Before an interview is granted:

- A. A copy of child's **birth certificate or other appropriate form** must be presented at the time of application.
- B. A copy of the child's updated **immunization record** must be presented at the time of application. Immunization **waivers** must be obtained from the county health department.
- C. **Proof of income** which may include:
 1. Tax return
 2. Paychecks stubs
 3. W-2 Form

4. Written statement from employer(s)
 5. Signed Income Verification Form or local equivalent
- D. **Proof of residency** which could be:
1. Driver's license
 2. Recent pay stub with employee address
 3. Utility bill
 4. Other recent government issued document listing the address and name of parent or child

At Enrollment, among papers to be signed are included:

- E. A **child information record** (emergency card) must be presented on or before the first day of class, all lines of card must contain information.
- F. Signed written **permission to seek emergency care**, part of the child information card, must be presented on or before the first day of class.
- G. Within 30 days of enrollment a **health appraisal form** must be presented signed by a licensed physician or designee stating that a physical evaluation has been made within the preceding 1 year. (Children will be excluded from class if health forms are not turned in after 4 weeks of class.) Forms can be picked up at the Preschool Office at the ECC or requested from a teacher.
- H. Parent signature that a **Parent Handbook** has been received.
- I. Head Start Waiver (if applicable)
- J. **South Lyon Community School registration form.**
- K. Free and Reduced Meal Family Application

Tuition

No fee is charged by the program. Children are enrolled by eligibility guidelines.

Withdrawal/Dismissal

Parents wishing to withdraw their child from the program prior to the scheduled ending date of the program are requested to inform the teacher or director of such intent. The child's eligibility for the services provided through the program will end at the date of the withdrawal. Please tell us if you are moving, so that we can enroll a child on the waiting list.

In order to provide all children with the opportunity to attend and benefit from Great Start Readiness, it is necessary to institute the following termination policy:

1. Two consecutive weeks without family contact may result in termination.
2. Inconsistent attendance with monthly attendance less than 50% may result in termination.
3. Consistently picking up child late from class. Teachers will meet with parents to facilitate a plan that will work for all parties.
4. Failure to supply necessary documentation of at risk factors, health appraisal, immunization records, birth certificate, or required documentation could result in termination.
5. If a parent/guardian verbally abuses or physically harms another child, another parent/guardian, or a staff member.

All families will be notified in writing of termination and will have the opportunity to appeal to teaching and/or administrative staff.

The last day a child can be added to the class is prior to South Lyon Community Schools' Spring Break which occurs the first full week of April.

Staff

A. Teaching Staff

1. Teacher: Bachelor or Master Degree and current Michigan Teaching certificate with an Early Childhood Specialist (ZA) Endorsement. Responsible for planning, supervising and implementing the classroom program.
2. Associate Teacher: Bachelor Degree with: a CDA, or Associate of Arts in Early Childhood/ Preschool Education or Child Development, or one hundred twenty (120) clock hours of documented formal child care education offered by approved training organizations and approved by Michigan Department of Education Staff. Responsible for assisting in planning, supervising and implementing the classroom program.

B. Administrative Staff

1. Early Childhood Director: Graduate degree in Early Childhood Education or Child Development and additional coursework in areas such as Curriculum Development, Evaluation, Program Management, and Staff Development. Responsible for planning, supervising and implementing complete Preschool program.
2. Preschool Secretary: Responsible for answering general questions about the program.

C. Criminal History/Unprofessional Conduct

1. All staff complete a criminal history statement, this information is then sent to the Central Records Division of the Michigan Department of State Police.
2. Prior employers are contacted regarding any information relating to unprofessional conduct in the employee's file.
3. Information is sent to the Department of Human Services to check for any history of child abuse or neglect.
4. Prior to employment, South Lyon Community Schools perform an FBI fingerprint check of all candidates.
5. All staff have an ICHAT performed on their record annually.

D. Health

1. All staff working directly with children must have a TB test.

E. CPR/First Aid

1. All staff working directly with children complete a CPR course annually or as required by child day care licensing.
2. All staff working directly with children complete a basic First Aid course every 3 years or as required by child day care licensing.

PARENT/GUARDIAN INVOLVEMENT

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- **Volunteering in the Classroom**: Talk with your child's teacher about how you can be involved as a volunteer.
- **Home Visits and Parent-Teacher Conferences**: Teachers work with families to schedule two home visits and two parent-teacher conferences. Additional meetings can be arranged.

- **Parent Orientation:** Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- **Parent Advisory Meetings:** Two or more are scheduled to share program goals, share community resources, and attain input related to program decisions.
- **Data Analysis Meetings:** Three are held with participation from parents, an administrator, teaching staff, and an Early Childhood Specialist to review program data and set goals.
- Transport your child to and from school. For children transported by bus, make sure a parent or designated adult are at the bus stop on time.
- Be prompt regarding arrival and dismissal times.

All parents are invited and encouraged to volunteer in the classroom as they are able. Teachers can provide more information.

A. Adult Helpers in the Classroom

Helping in the classroom is a great model for your child to see. South Lyon Community Schools is a smoke-free environment. **Therefore, there is a NO SMOKING policy on the school grounds (including in your car in the parking lot) or on field trips for parent helpers.**

B. Supervision of classroom adult helpers

All classroom adult helpers will be supervised by the paid staff. No adult helper will be allowed to be with children alone. No adult helper will be allowed to discipline a child other than their own. All discipline of children in the classroom must be in a manner consistent with the guidelines of the program. Parents and other adult helpers are expected to respect the confidentiality of what is seen and heard in the classroom and the building. Adult helpers are expected to arrange childcare for other siblings when they help or visit in the classroom.

C. Volunteer Criminal Clearance Release

South Lyon Community Schools does not use outside volunteers in the classroom. However, parents (and/or approved family members such as grandparent, aunt, uncle) are welcome to help in the child's classroom. Please confer with your child's teacher if you have questions.

Parents wishing to ride school busses for field trips are required to complete the South Lyon Community Schools' Volunteer Background Check Authorization Form which can be found on the school website: http://www.slcs.us/enrolling/volunteer_online_form/index.php

In part, this form states: As a prospective volunteer of the South Lyon Community School District, I understand that it is the school district's policy to secure criminal history information using the Internet Criminal History Access Tool (ICHAT), the Sex Offender Registry (SOR), and/or the Offender Tracking Information System (OTIS) as part of its volunteer screening process. I understand that the information below is required by the Central Records Division of the Michigan State Police and I authorize the South Lyon Community School District to utilize the information for the sole purpose of completing a criminal history file search. A new form must be completed each school year

The South Lyon Community School District reserves the right to approve or deny any volunteer service upon review of the background check returned through ICHAT, OTIS or SOR. The determination will be based upon the individual's fitness to have responsibility for the safety and well-being of children. Providing false information, or information contradicting the background check information, is grounds for immediate volunteer denial.

By signing this form you declare your statements herein are true and give full consent to the South Lyon Community School District to complete a background check through ICHAT, OTIS and SOR. You also agree to notify SLCS Personnel Department if the status of your criminal history changes in any way after the date on this form.

Children's Attendance

If your child is absent, please call the classroom. Attendance is very important.

Meals/Food Service

The young child needs food for growth and health. The foods that he/she eats must be carefully chosen to provide the essential nutrients needed to build a strong body. The foods selected for the young child can help him/her develop positive food habits laying the foundation for good health throughout his/her entire life. In addition, snack foods between meals should contribute to the child's daily nutritional intake and help the child's body grow strong and healthy.

Accommodations will be made for children with most allergies or common dietary requirements. Parents and teachers will work together to determine how to meet these needs. If the program cannot meet a child's requirements, the parent (with teacher consultation) will provide food similar to what is offered on the classroom menu.

Children will receive breakfast, lunch and an afternoon snack.

Meal time can provide these opportunities for the child:

- To enjoy food and the sociability associated with it
- To eat foods that contribute to meeting his/her nutrient needs
- To taste new foods to see how they look, feel, smell and taste
- To develop a willingness to try new foods
- To develop coordination using appropriate utensils
- To develop language through conversation with others
- To develop concepts such as shape, color, texture and weight

We encourage good nutrition to meet the nutritional needs of young children. Shared meals are an important part of the program and whenever possible, children can learn to enjoy a wide variety of foods in a communal setting. If children do not like the food served, teachers will consult with parents to find food choices that may be more similar to home food. We ask the children to try everything. If they don't like it they will not have to eat it.

Families are not allowed to send in food for their children simply because the child does not like the food served. Please consult with the teacher if you have questions.

Rest Time

Children attending preschool for the full day will have a rest time as required by licensing. Each child is provided with a cot, blanket and sheet. Talk with your child's teacher if you would like to bring other rest items for your child. Please remember to label all items sent to school. Staff launder all children's bedding once a week.

The transition to nap will include children putting their nap items on their cots. Soft music is played, blinds closed, and lights are turned out.

To accommodate the needs for all children, rest time is up to one hour for those who sleep. Children who do not sleep can have books or other quiet activities on their cots. Teachers will move through the room during this time to quietly read or talk to children or rub backs depending on children's needs. Children who do not sleep are allowed to leave their cots for quiet table activities after about 20 minutes. At the end of the hour time period, teachers will gently wake children, turn on lights, and open blinds. All children will put their nap items away as their transition to the rest of their day.

Birthday Parties

Birthdays are exciting for young children. They will have their feelings hurt when they are not included in birthday parties for their peers. We understand that not every child in the classroom can be included in every party. Please refrain from passing out invitations in front of children. It is better to mail them to homes or to pass them outside of class when the children are not present.

Birthday Treats for the Classroom

The Great Start Readiness Program requires that parents not bring in any type of birthday treat for the classroom. We will celebrate every child's birthday in the class with recognition and a birthday crown. Parents are welcome as volunteers any day, but especially on a celebration day. During the school year we will also celebrate the children who have summer birthdays.

Discipline Procedures

The Great Start Readiness program wants each child to develop a sense of self-respect and respect for others. We work with children to encourage them to make positive choices, to make friends, to communicate with children and adults with increasing skills, to learn self-respect, to learn to respect others and the property of others.

The staff is prohibited from using any form of corporal punishment, binding or tying, depriving of meals, snacks, rest or necessary toilet use, confining in an enclosed area, the infliction of mental or emotional punishment on a child, excluding a child from outdoor play, other gross motor activity or from daily learning experiences. The staff may use necessary interventions to prevent a child from harming themselves or other persons or property, exclusive of those forms of punishment mentioned above.

It is the desire of the Great Start Readiness staff to help all children to have successful experiences. The staff uses positive methods of discipline encouraging choice, self-control, self-direction, self-esteem and cooperation. This will be achieved by using positive reinforcement for appropriate and acceptable behavior.

When children experience social-emotional problems in the classroom the staff use the HighScope Conflict Resolution practice with children:

Adults diffuse the conflict before moving into the problem by:

- ✓ Approaching children calmly and stopping any hurtful actions
- ✓ Acknowledging children's feelings

Adults involve children in identifying the problem by:

- ✓ Gathering information from all involved children (what happened, what upset the children)
- ✓ Restating the problem in a way that recognizes all the information gathered

Adults involve children in the process of finding and choosing a solution for the problem by:

- ✓ Asking children for solutions and encouraging them to choose one together that all can agree on
- ✓ Being prepared to give follow-up support when children act on their decisions

It is our goal to provide a safe and pleasant environment for ALL children. We recognize that children may sometimes act in ways that are inappropriate in a group setting. If this behavior is persistent or causes one-on-one supervision the following actions may occur:

- ❖ Teachers will contact parent/guardians by phone or in person
- ❖ A system of regular communication will be established

- ❖ Teachers will document behavior and work with the parent/guardian if a referral to another agency is considered an appropriate option.
- ❖ The program may request assistance from the school district or from Oakland Schools
- ❖ Observers may visit the classroom to provide the staff with ideas and resources

Teachers recognize that all children develop social and emotional strengths at different rates depending on the child's current life conditions, possible issues that may have occurred prior to preschool, and a child's overall developmental level. They work with children individually to help them change their behavior. Improvements often come very slowly with children sometimes regressing to old behavior patterns. Teachers are interested in changing behavior and not punishing children for poor behavior. It is the desire of the Early Childhood Center staff to provide a safe learning environment for all students.

Parents having questions regarding behavior in the classroom should consult the classroom teacher.

Referrals for Child and Family Needs

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program conducts screenings within the first two weeks of the child's first day of school to assess children's developmental, behavioral, and language development. If these screenings - as well as information gathered from observations or provided by parents, doctors, or other specialists - result in a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed.

In case of a suspected disability (including moderate developmental delays or concerns that persist after intervention), parents may request an evaluation. Upon written request from the parent, the school district where the parent lives has 10 school days to inform the parent in writing of the intent to evaluate, and seek consent. Evaluations may only take place with written parental consent.

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher, administrator, and the school district team will work together throughout the year to ensure that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.

If your child enters the program with a documented special need, the documentation will need to include a notation that GSRP is a suitable setting in light of the needs of the child.

Families may also need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

Security Protocols

Security protocols are in place at all South Lyon School buildings. Parents/guardians must follow all rules specific for the building in which their child is registered.

Sign In/Sign Out:

Arrival Procedure

Children must be brought into the classroom and signed in and out. Sign-in sheets are located in the classroom. Please arrive at class on time; children coming in late may feel uncomfortable in starting their class day.

Dismissal Procedure

Your child, when dismissed, must be picked up in the classroom by a parent, guardian or designated adult. Please sign your child out. If a parent or guardian cannot pick up a child, a note giving permission to release your child to someone else is to be given to the teacher. Your child will not be released to anyone not listed on the Child Information Record (emergency card) unless that person has written permission. All persons allowed to pick up the child at dismissal time will be asked to show a driver's license for identification.

When children are transported by bus, the teacher will sign the child out in the classroom. A parent or designated adult must be at the bus drop-off location on time. If no one is there to meet the bus the parents will be contacted by phone that the child will be transported back to the school or to the school district bus garage located at the Griswold Operations Center, 22727 Griswold, South Lyon, MI 48178.

Late Pick-Up of Children

Children must be promptly picked up at release time. Please be on time. Children become upset when parents are late.

Illness

It is important that you keep your child at home when he/she is ill. Sick children attending preschool risk passing their illness on to other children. Please be as considerate of other families as you would expect them to be of your family.

If your child is ill, please call your child's teacher. Please do not send your child to preschool if he or she is ill. They will not be able to stay. Parents/guardians will be contacted when their child becomes ill at preschool. You will be expected to pick them up immediately. Sick children will remain away from other children in the classroom while waiting for pick up.

According to the Oakland County Health Department – Whenever a child is **hospitalized or has outpatient surgery**, a note from the child's doctor allowing him/her to safely return to class will be required in order for the child to return to Preschool.

According to the Oakland County Health Department –

Your child is too ill to attend Preschool if they have

- **red or running eyes,**
- **cough, particularly if persistent or productive,**
- **sore throat,**
- **diarrhea of more than three stools in twelve hours,**
- **vomiting within the last 24 hours,**
- **swelling and tenderness of glands, particularly about the face or neck,**
- **pain and stiffness of neck and headache,**
- **jaundice – yellowing of eyes and/or skin,**
- **sores and crusts on the scalp, face, or body, particularly if red and swollen, or draining,**
- **any skin eruption or rash,**

- **any contagious condition (head lice, impetigo, strep throat, etc.). South Lyon School policy prohibits children from returning to class until they are completely nit free.**

Medication

Parents/guardians, in consultation with the student's physician, are urged to develop a time schedule which allows the student's medication to be taken at home before and after school hours, when possible and appropriate. Non-prescription medication will not be given to students during preschool. Any prescription medication that must be given to a student must be accompanied by a completed school district form for Prescribed Medication, signed and dated by both the student's parent/guardian and the student's physician, and given to the teacher. (See teacher for form and details.)

Health Care Resources

Oakland County Health Division	248-858-1280	1200 North Telegraph	Pontiac, MI 48341
National Capital Poison Center	1-800-222-1222		www.poison.org
General Health & Wellness	American Academy of Pediatrics		www.aap.org
	Healthy children		www.healthychildren.org
	Bright Futures		www.brightfutures.org
Nutrition	My Plate (USDA)		www.choosemyplate.gov
	American Dietetic Association		www.kidseatright.org
Violence & Bullying			www.stopbullying.gov

Head Lice

Because of the close proximity of children in school we occasionally have students with head lice. It is the district practice that a child with head lice must be excluded from school until one treatment at home has occurred. A student may come back to school provided the parent/guardian documents the treatment and upon examination by the school's designee that any remaining nits are farther away than ¼" from the scalp. It is recommended that all nits be removed. Teachers and the ECC office will have information about safely treating head lice. The Michigan Department of Education, Michigan Department of Health, Oakland County Health Division, and the American Academy of Pediatrics support these practices.

Communications

Teachers provide monthly newsletters of classroom activities and other information of interest to parents. Daily notice is provided of activities offered to children via a notice board in each classroom. Teachers may also provide email information to parents and/or use electronic applications for regular communication.

Home Visits and Parent/Teacher Conferences

Home visits are held twice a year and parent-teacher conferences are held twice a year. Great Start Readiness staff use home visits and parent-teacher conferences to share information and seek input from parents about the program and children's development. Parents/guardians or the teacher may request a conference at a time other than that of the period provided. Parents are strongly encouraged to discuss any concerns with their child's teacher.

Grievances, Questions, Requests, Concerns

We strive to provide a positive, nurturing environment for all. However at times, concerns may arise. If you have a concern about something related to your child's preschool program the best place to start

to resolve the issue or concern is with the child's teacher. Talk about the concern with the teacher and try to reach a solution. If that does not work, you are welcome to contact the program administrator. If necessary, the administration of the South Lyon Community Schools will be involved. We will work with all families to arrive at an agreeable resolution for all parties.

If an agreeable resolution cannot be attained between the parent and program staff, a parent can contact the Oakland Schools Early Childhood Unit Early Childhood Contact (ECC) at (248) 209-2000. If resolution cannot be found with Oakland Schools, families can contact the MDE at (517) 373-8483.

Parent Surveys

An anonymous parent survey will be given to all parents at the second parent-teacher conference. This survey is part of the ongoing accreditation process. Parents are encouraged to return the survey to help the Great Start Readiness Program make improvements.

Toys and Other Items from Home

Children should only bring items/toys to preschool when they are permitted by staff to do so. Anything brought to school will be kept in the child's cubby until the time allotted to share them with the class because of the danger of lost or broken items/toys.

Please be aware of anything your child brings to school. Note that inappropriate items will be confiscated by the teacher and returned to the parent. Be especially aware of anything that might be considered a weapon or a dangerous item. Bringing these types of things to school may result in suspension or expulsion, according to Michigan law.

Field Trips

Field trips are part of the Great Start Readiness Program. Teachers will make arrangements for appropriate trips. Children will be transported by South Lyon Community Schools' busses. Parents who have been cleared as volunteers may accompany children on bus field trips. Siblings may not travel on the busses. Parents will be notified of all field trips.

Evening activities are also arranged during the year. Again, the teacher will make arrangements and share that information with the parents.

Field trips, picnics, and evening activities provide important learning and social opportunities for the children. It also provides a unique way for parents to be involved in their child's education.

Dress Code

These guidelines are in effect to provide a respectful and appropriate school experience for all students. When considering their own apparel or their child's, parents should ask: "Will this kind of slogan help my child create a learning attitude at school?" "Will this clothing allow my child to participate fully in the classroom activities?"

Dress Code - Children

Children are expected to be quite active during the day. Paint, glue, magic markers, stampers, and sand will be offered each day. Children need to dress for play, in clothes that allow the child to work with materials. Please have your child dress in easy access clothes for the child to use the bathroom. Avoid body suits, dress shoes, and shoes with slippery soles. Please provide one complete change of clothing for your child including underwear and socks. Be sure to label all clothing with your child's first and last name. Children should wear shoes in the classroom.

We encourage children to dress themselves and ask that you reinforce this at home.

Dress Code – Adult Volunteers

Adult articles of clothing with obscene/profane, suggestive language, racial/ethnic slurs, and/or pictures printed on them are not permitted. Clothing with pictures or language displaying alcohol or

drugs is prohibited. This would include (but not be limited to): Hooters t-shirts, shirts with sexual references or related to the use of alcohol, illegal substances, etc. Consider this question, "Will this clothing allow me as a volunteer to participate with my child?"

This is the beginning of your child's school experience and we want to set the tone for them to be successful this year and into the future.

Outdoor Play/Weather

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Children must be dressed for the weather. The class will be going outdoors year-round unless the temperature is below 10° F (F temperature with wind chill as a factor). This will require snow pants, mittens and boots in the winter. If you are in need of any of these items please let your classroom teacher or program administrator know. Be sure to label all outdoor clothing with your child's first and last name.

Accidents, Incidents and Emergencies

When a child experiences an accident, injury, or incident the staff evaluates and cares for the child. The Parent/guardian will be notified immediately if a child is hurt anywhere on their head or if the injury is serious. Staff is trained in CPR and First Aid to provide appropriate care. Parents will be provided with information on all accidents/incidents/injuries when they pick up their child.

All classrooms have procedures posted for handling accidents, incidents, and emergencies. Drills for tornado, fire, and intruders are practiced with all age groups. Reunification plans, if necessary are posted in each classroom and are available on the South Lyon School District website:
http://www.slcs.us/Parent_Reunification_Plan.pdf

Staff will consult in advance with parents to provide specific care for children with special needs if evacuation is necessary.

Kindergarten Transition

Kindergarten transition is a main goal of the Great Start Readiness programs. The programs are designed to provide a smooth transition into kindergarten for the child as well as the family. Children will be given the opportunity to visit a kindergarten classroom. Parents will be provided with at-home activities that will assist children to become acclimated to the kindergarten classroom. Parents are required to attend an Educational Seminar on "How to Get Your Child Ready for Kindergarten," as well as Kindergarten Registration.

Pets

Pets should not be brought to school, field trips, picnics or evening activities. If you have any questions or if an animal is used for a handicapped condition, please consult with the teacher or the Preschool Office.

Cancellation of Classes

The program will be closed on school holidays, snow days, or other emergency days as set by South Lyon Community Schools. School closing information: Horizon Cable Channel 10; most local TV and radio stations; School Hot Line 248-573-8251.

Divorced/Separated/Guardians

According to the Michigan Department of Child Day Care Licensing: "Until Custody has been established by a court action, one parent may not limit the other from picking the child up from your care. *The child information card that the enrolling parent signs states, 'persons other than parent. . .'*" It is not within your (the preschool program) legal right to withhold a child from a parent, unless there has been court action which limits one parent's right to the child." Preschool requests that a copy of the

Judge's order establishing custody be on file in order to prevent a non-custodial parent access to their child.

Confidentiality

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. The student's COR assessment and attendance records may be passed on to the students' Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MDE to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent's written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

We ask that parents volunteering in the classroom not discuss what they see and hear with others including parents of children in the class. Classroom teachers will make contact as necessary. If you have questions about anything you see in the classroom, please talk to one of the teachers from that class.

Open Door

Parents of enrolled children are welcome at any time (note: no siblings when parents are visiting please). If your child has separation anxiety, please consult with the teacher when you visit.

Reporting to Protective Services

The South Lyon Community Schools Preschool program is mandated by Michigan Law, Act No. 238, governing all schools and child care programs to report any suspected abuse or neglect of children in their care.

Notice of Program Measurement

GSRP sites are required to work with the MDE to measure the effect of the state-wide GSRP. Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

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

Information from 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. If you have questions about this, contact:

Address: MDE
Office of Great Start
608 W. Allegan, P.O. Box 30008
Lansing, MI 48909
E-mail: mde-gsrp@michigan.gov
Phone: 517-373-8483

Non-Discrimination Policy

All policies and procedures mentioned in this handbook are always superseded by State and Federal law, Department of Human Services licensing rules, and the South Lyon School Board.

The South Lyon Community School Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the South Lyon Community School Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which it is responsible or for which it received financial assistance from the U.S. Department of Education.

Individual with Disabilities

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. A student can access special education services through the proper evaluation procedures. Parent/guardian involvement in this procedure is required by Federal and State law.

Licensed program

Parent Notification of the Licensing Notebook Requirement Child Care Organizations Act, 1973 Public Act 116

All child care centers must maintain a licensing notebook which includes all licensing inspection 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 inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

This licensing notebook is located in the office of the ECC or in a classroom for any group not located at the ECC.

South Lyon Community Schools Mission Statement

In support of our community, the mission of South Lyon Community Schools is to provide the highest quality educational process, so that all students can excel as individuals, and become productive and contributing members of society

Typical Daily Routine

This is a sample daily routine for a school day GSRP classroom. The daily routine for your child's classroom is posted outside the classroom as well as displayed at a child's level inside the classroom.

Arrival/Greeting/Wash Hands – Children enter classroom at their own pace, they spend time with books, or interact with and their peers. Children wash and dry their hands.

15-25 minutes **Breakfast** – Children have choices about what they serve themselves and whether they want to eat breakfast.

10 minutes **Large Group** – All adults and children participate in activities planned around children's interests and development.

10 minutes **Planning** – Children indicate their plan to adults and peers. Adults use a range of strategies to support children's planning.

60 minutes **Work Time** – Children are encouraged to follow their plan or revise their plan as they work. Children make many choices about where they want to work and decide how to use materials. Adults participate as partners and encourage children's problem solving with materials and social conflict.

5-10 minutes **Clean-up** – Children and adults clean up together, keeping it fun. Children make many choices where and how to clean, with adults supporting children's level of involvement.

10 minutes **Recall** – Adults provide a variety of materials and strategies to maintain interest as they encourage children to talk about their experiences during work time.

15-20 minutes **Small Group** – In a small group, children explore play, work with materials and talk about what they are doing. Children use materials in their own way.

30 minutes **Outside Time** – Children have many choices outdoors, as much as work time indoors. Adults supervise children to keep them safe as well as join in their outdoor play.

45 minutes **Lunch** – After children use the restroom and wash their hands, they choose where they want to sit for a "family style lunch". They serve and clean up after themselves.

15-20 minutes **Quiet Resting Time** – Children are resting or sleeping. Children who are awake choose quiet play such as, books, soft music, stories or fine motor manipulatives.

10 minutes **Wake Up/Bathroom/Wash Hands** – Children are gently awakened. Children assist with putting their own rest items away. Children use the bathroom and wash and dry their hands.

15-20 minutes **Snack** – Children choose where they want to sit for a small "family style" snack.

Classes may repeat some of the same types of activities in the afternoon. All groups will go outside again in the afternoon.

Small Group – Same as a.m. description.

Planning – Same as a.m. description.

Work Time – Same as a.m. description.

Clean-up – Same as a.m. description.

Recall – Same as a.m. description.

30 minutes **Outside/Dismissal** – Same as a.m. description.

Great Start Readiness Curriculum and Assessments

In the South Lyon Great Start Readiness Program, the **High/Scope** preschools approach along with the Michigan Early Childhood Standards of Quality for Prekindergarten form our **curriculum**. The High/Scope preschool approach is used in both public and private half- and full day preschools, nursery schools, Head Start programs, child care centers, home-based child care programs, and programs for children of special needs.

- A. The High/Scope Approach is based on the fundamental premise that children are active learners who learn best from activities that they plan, carry out, and reflect on.
- B. Fifty-eight key developmental indicators (KDI) in child development for the preschool years are identified.
- C. These key experiences are grouped into eight categories: Approaches to learning; Social and emotional development; Physical development and health; Language, literacy, and communication; Mathematics; Creative arts; Science and technology; and Social studies.
- D. A central element of the day is the “plan-do-review sequence” in which children make a plan, carry it out, and then reflect on the results.
- E. The daily routine also includes times for small and large group experiences and time for outside play.
- F. Cultural competence (KDI 7): Children have a positive self-identity. Children are aware of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They perceive their uniqueness and develop a healthy self-image.

We recognize that all children have different rates of development, different temperaments and interests, and different learning styles. Our Goal is to expose all children to the curriculum standards and to help them in their learning and Kindergarten preparation.

As required by the GSRP grant, all children are given a **developmental screening** prior to the beginning of class. We use the **Ages and Stages Questionnaire (ASQ)**. Highly reliable and valid, ASQ looks at strengths and trouble spots, and incorporates parents’ expert knowledge about their children. Scores beneath the cutoff points indicate a need for further assessment; scores near the cutoff points call for discussion and monitoring; and scores above the cutoff suggest the child is on track developmentally. Teachers will share the screening results with the child’s parents, and suggest resources for follow-up or further assessment if needed. Teachers and parents will have an opportunity throughout the school year for discussion of any concerns from this screening.

Another requirement of the GSRP grants is a **child assessment**. We use the **Child Observation Record (COR)** from High/Scope which assesses children’s learning in each KDI. Each day, teachers generate brief written descriptions, or anecdotes, that objectively describe children’s behavior. They

use these notes to evaluate children's development and then plan activities to help individual children and the classroom as a whole make progress. Teachers share the child's COR with parents at the Parent-Teacher conferences twice a year and at the second home visit so that families receive a total of three reports.

We also rate the program using High/Scope's **Preschool Program Quality Assessment (PQA)**. It is used to evaluate whether teachers and agencies are using the most effective program practices. Every area of classroom teaching and program operations is rated to identify strengths and areas for improvement.

EARLY LEARNING EXPECTATIONS FOR THREE- AND FOUR-YEAR OLD CHILDREN

“These expectations are meant to emphasize significant content appropriate for preschoolers at this very special time in their lives, to protect them from an underestimation of their potential and from the pressure of academic work meant for older children...It recognizes that young children's growth, development, and learning are highly idiosyncratic. Young children learn at different rates in the various domains of their development and not all children master skills and content within a domain in the same order, although there are patterns to their development.” (*Early Childhood Standards of Quality for PreKindergarten*, Michigan State Board of Education, 2005, pp. 55-56.)

Approaches to Learning

1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.
2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.
3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.

Intellectual Development

1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.
2. Children represent what they understand about the world through actions, objects, and words.
3. Children gain, organize, and use information in increasingly complex ways.
4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.

Social and Emotional Development

1. Children develop and exhibit a healthy sense of self.
2. Children show increasing ability to regulate how they express their emotions.
3. Children develop healthy relationships with other children and adults.

Language and Early Literacy Development

1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
3. Children develop abilities to express themselves clearly and communicate ideas to others.
4. Children grow in their capacity to use effective listening skills and understand what is said to them.
5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.
6. Children develop positive attitudes about themselves as literate beings – as readers, writers, speakers, viewers, and listeners.
7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.

Creative Development

1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.
2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.
3. Children show how they feel, what they think, and what they are learning through movement experiences.
4. Children show how they feel, what they think, and what they are learning through dramatic play.
5. Children develop rich and rewarding aesthetic lives.

Physical Development and Health

Physical Development

1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.
3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.

Health, Safety, and Nutrition

5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
6. Children recognize that they have a role in preventing accidents or potential emergencies.
7. Children become aware of and begin to develop nutritional habits that contribute to good health.

Early Learning in Mathematics

1. Children begin to develop processes and strategies for solving mathematical problems.

2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.
3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.
4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.
5. Children explore and discover simple ways to measure.
6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussion, reading, writing, and listening.
7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.
8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.

Early Learning in Science

1. Children develop positive attitudes and gain knowledge about science through observation and active play.
2. Children show a beginning awareness of scientific knowledge related to living and non-living things.
3. Children show a beginning awareness of scientific knowledge related to the earth.

Early Learning in Social Studies

1. Children begin to understand and interpret their relationship and place within their own environment.
2. Children begin to recognize that many different influences shape people's thinking and behavior.
3. Children show growth in their understanding of the concept of time and begin to realize that they are part of history, which includes people, places, events, and stories about the present and the past.
4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.
5. Children increase their understanding about how basic economic concepts relate to their lives.
6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.

Early Skills in Using Technology

1. Children explore and use various types of technology tools.
2. Children can name various components of computer systems and use various input devices.
3. Children work cooperatively with others while using technology tools.
4. Children demonstrate responsible handling of technology equipment.

To see the complete Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten go to:

http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF

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