



Lamphere School's

GSRP Preschool

Parent/Guardian Handbook

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Program Overview

The Great Start Readiness Program (GSRP) is Michigan's state-funded pre-k program for eligible four-year-old children with a focus on supporting children's development and school readiness skills. The program is administered by the Michigan Department of Education (MDE) and 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.

Mission Statement

The Mission of the Lamphere Learning Ladder is to foster growth through life experiences by making a positive difference in the lives of our children. Our commitment is to promote active learning in a safe and supporting environment, appreciating children as individuals with unique gifts and special talents.

Program Philosophy

The Lamphere Schools provides an education environment of excellence where expectations are set high and paths to success are designed for everyone. Every student is empowered to achieve, reach their potential and is prepared for a successful future.

Curriculum

Our GSRP classroom(s) use the research based High Scope Curriculum that aligns with Michigan's Early Childhood Standards of Quality for Pre-Kindergarten. Curriculum areas include Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and English Language Learners. In the HighScope curriculum adults and children are partners and engage in play-based learning based on children's interests. More information about the HighScope curriculum can be found at [http:// www.highscope.org](http://www.highscope.org).

Assessment

Developmental Screening: In partnership with families, we complete the Ages and Stages Questionnaire (ASQ) developmental screening for all GSRP children within two weeks of the child's first day of school. This information is entered online where it can be automatically scored. In addition, teachers and parents work together to complete the Ages and Stages Questionnaire for Social and Emotional learning (ASQ-SE). These are also entered into the online system and scored. All families will receive their child's results from both screeners at or before the fall parent-teacher conference. Teachers and families will partner to use the information to plan for each child's success. If further evaluation is indicated by the results of the ASQ, the parents will be notified and a plan of action will be developed.

Ongoing Assessment: We use the HighScope online Child Observation Record (COR) to support and plan for each child's progress throughout the school year. The COR is an observation tool that helps tell the story of your child's growth and development throughout the program year. Notes are recorded and entered for all curriculum areas. Families will receive a Family COR Report three times over the course of the school year.

Parent 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. We provide support through our volunteer supervision policy.
- 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 upon request.
- Parent Orientation: This takes place at the start of the school year to support relationships, invite input, answer questions, share community resources, and encourage future involvement in program decision making.
- Parent Advisory Meetings: Two or more meetings are scheduled each year to share program goals, share community resources, and attain input related to program decisions.
- Data Analysis Meetings: Three meetings are held each year with participation from parents, an administrator, teaching staff, and an Early Childhood Specialist to review program data and set goals.
- Family Events/Evenings: Throughout the year, we invite families to attend special events and evenings. These include but are not limited to Trunk or Treat, Family Holiday Celebration, Family Literacy Night, Male Involvement Night and our Graduation Picnic.

Hours/Days of Operation

Some of our classrooms run from 8:15a.m. to 3:15p.m., while others run from 8:45a.m. to 3:45p.m. This is the same length as a full elementary school day. Four day programs meet Monday through Thursday for at least 120 days during the school year. Five day programs meet Monday through Friday for a total of 180 days during the school year. Our office is open daily from 8a.m. to 4p.m.

Calendar

Each family is provided a program calendar at the beginning of the school year. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other day the classroom may not be open. If you are in need of another copy of the program calendar, please contact your child's teacher or the program administrator.

Inclement Weather

Inclement weather, power outages, or other building problems may require that classes be closed. Families are encouraged to tune in to school closings listed on the local TV and radio stations to learn if school is closed for the day. Alerts will also be sent through the Parent Square app as well as listed on our website and social media pages. If school is in session and needs to be closed after students have already been dropped off, families will be contacted via phone and/or electronically to pick-up their child at their earliest convenience.

Before/After Care for GSRP

If you need care before or after regular GSRP hours, please let us know. We offer tuition-based before and after care at our site. A separate parent handbook is available for that program.

Typical Daily Routine

Because Lamphere GSRP has six different classrooms, daily schedules vary. Below is an example of a typical daily schedule. Daily schedules specific to your child's classroom is posted on the parent board as well as displayed at the children's level inside the classroom.

8:15-8:50 **Arrival/Greeting/Wash Hands/Breakfast-** Children enter classroom at their own pace and wash their hands. Breakfast is served family style. Children have choices about what they serve themselves and whether they want to eat breakfast.

8:50-9:10 **Large Group-** All adults and children participate in activities planned around children's interests and development.

9:10-9:20 **Planning-** Children indicate their plan to adults and peers. Adults use a range of strategies to support children's planning.

9:20-10:20 **Work Time-** Children are encouraged to follow their plan or revise their plan as they work. Children make choices about where they want to work, who they want to work with and how to use materials. Adults participate as partners and encourage children's problem solving with materials and social conflict.

10:20-10:30 **Clean-up-** Children and adults clean up together using a variety of strategies to make it fun. Children choose where and how to clean, with adults supporting children's level of involvement.

10:30-10:40 **Recall-** Adults provide a variety of materials and strategies to maintain interest as they encourage children to talk about their experiences during work time.

10:40-10:55 **Small Group-** In a small group, children explore the planned material(s) as they talk about what they are doing. Adults scaffold children's learning individually during this time specific content areas.

10:55-11:25 **Outside/Gym Time-** Children have many choices outdoors or in the gym for gross motor play. Adults supervise children to keep them safe as well as join in their outdoor play.

11:25-11:55 **Bathroom/Wash Hands/Lunch-** Children use the bathroom and wash and dry their hands. They then choose where they want to sit for a family style lunch. They serve and clean up after themselves.

11:55-12:55 **Quiet Resting Time-** Children are resting or sleeping. Children who are awake choose quiet activities such as looking at books, enjoying soft music, or playing with quiet, fine motor manipulatives.

12:55-1:25 **Wake Up/Bathroom/Wash Hands/Small Group-** Children are gently awakened and assist with putting their own rest items away. Children use the bathroom and wash and dry their hands.

1:25-1:55 **Outside/Gym-** Same as a.m. description.

1:55-2:10 **Snack-** Children wash hands, eat snack and clean up after themselves

2:10-3:15 **Planning/Work Time/Clean-up/Recall-** Same as a.m. description.

3:15 **Dismissal-** Children are dismissed one at a time from their classroom door.

Rest Time

All children will be provided with a cot or mat on which to rest. Families are welcome to provide their child with a crib sheet, small blanket and small pillow. A large blanket or pillow should not be sent. 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. Rest items provided by families will be sent home at the end of each week for laundering.

Transitioning into rest time, children are encouraged to gather their nap belongings and place them on their cot. The lights are dimmed and soft music may be played. Rest time

is scheduled to last no longer than one hour. Children that do not rest are welcome to participate in a variety of quiet activities on a cot, on a mat, or at a table. After an hour, the lights are turned on and children are encouraged to return their rest items to their cubbies. Children that are still resting will be gently encouraged to wake up but not forced to get up.

Outdoors

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Please make sure your child is dressed in clothing that is appropriate for weather conditions. If it has recently rained, your child will need to have a pair of boots to wear outside. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots. Each child must have a complete change of clothes (underwear, socks, shirt, and pants) that will be kept in the classroom. Each piece of clothing must be clearly labeled with your child's first and last name. If you are in need of any of these items please let your classroom teacher or program administrator know. Kindly remember if your child is too sick to go outside, he/she is too sick to come to school.

Conflict Resolution/Discipline

Staff supports children as they begin to understand their behavior and learn acceptable ways of interacting with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts. The steps are:

1. Approach children calmly and stop any hurtful actions
2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information
4. Restate the problem in children's vocabulary
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

We encourage you to help us give children a consistent message by trying to use the six steps at home.

Staff is prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, etc.

Attendance

Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. Children who consistently arrive on time and are in school every day quickly master the routine, learn more, are happier to be in school. These students receive the maximum benefit from our pre-k program. If your child will not be in attendance, please call **248.589.3753** before the program day begins and let them know your child's name, their teacher's name, and the reason they will not be attending.

If a child is absent and the program is not contacted by the parent, the program will attempt to contact the parent. If the program cannot make contact with the parent for 3 consecutive days, a letter will be sent. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's wait list. If a child is consistently absent, resulting in the child missing 15% or more school days, the program will partner with the family to resolve the situation. If the situation cannot be resolved, then the child may be moved to the waitlist. If a child is planning to miss a consistent month or more of the program, the child may be moved to the wait list and another child enrolled. When the child who planned an absence returns the child may be re-enrolled if the program has an opening. It is also important that children are picked-up on time. If a child is still in attendance 30-minutes after the end of the GSRP day, and contact cannot be made with the parent, the program will contact the local police station to pick-up the child.

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 overall 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 resides in 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.

Confidentiality

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, 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. In the event that is the case, information is only shared with the proper entities to report the suspected abuse or neglect.

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

Admission

Children must meet criteria based on the MDE, Department of Licensing and Regulatory Affairs (LARA), and federal guidelines if the program is a GSRP/Head Start blend. Priority is given to families with greatest need. Students are not selected on a first-come, first-serve basis. Prior to admission, the following documents need to be completed and on file:

- Proof of age (four years old on or before December 1), which could be one of the following:

- Birth certificate (a district may require a certified copy)
- Passport
- Hospital record
- Baptismal record
- Dental records

- Proof of income, which could be one of the following:

- Tax return
- W-2 Form
- Written Statement from employer(s)
- Public assistance

- Signed Income Verification Form or local equivalent

- Proof of residence, which could be one of the following:

- Driver's license
- Recent pay stub with employee address
- Utility bill
- Other recent government issued document listing the address and name of parent of child

- Eligibility factor information and related documentation

- Head Start Waiver (if applicable)

- Immunization records

- Child Information Record

- Application

- Free and Reduced Meal Family Application

Once the above documentation is on file, a determination regarding admission will be made. A child will either be admitted to the program or placed on the waiting list.

Children will be on the waiting list in order of need, listing those with greatest need first. A Health Appraisal must be on file within the first 30 days of initial attendance or the child will not be able to attend until it is submitted. The Health Appraisal must have a physician's signature, stamp, and the date.

Withdrawal Process

Our GSRP withdrawal process consists of two parts:

- 1) The steps we ask families to take if they decide to leave our program and
- 2) Reasons why a child might be asked to stay home or leave a GSRP program.

1. Parent initiated withdrawal:

If you decide to withdraw from our program, please let the Director know as soon as possible so that we can notify a family on our wait list.

2. Program initiated withdrawal:

- Once enrolled in GSRP, the only reason we will initiate permanent withdrawal from our program is due to low attendance.
- Children will be asked to stay home while they have a contagious illness that endangers the health and/or safety of children or others.
- According to the MDE, children enrolled in GSRP programs “must not be excluded or expelled because of the need for additional medical or behavioral support.” If your child is struggling in our GSRP program, we will partner with you to help your child succeed.

Accidents/Injuries/Incidents/Illnesses

In case of an accident/injury a staff member will identify the injury and notify the certified CPR/ First Aid staff member. An incident report will be completed by staff and submitted to the office by the end of the school day. A parent can obtain a copy of the report by request. When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report, or both will be provided to the parent at or before dismissal on the day of the minor injury

Health Guidelines

All young children get sick at some time. While we cannot guarantee your child will not “catch” something from another child at school, our goal is to ensure a positive, healthy school experience for all children. Parents will be asked to take home any child arriving at school with signs/symptoms of being ill or who become ill while at school. The staff has the authority to exclude children from preschool for illness or other health-related reasons. We fully understand the difficulties parents face when a child is unable to attend school because of an illness. We encourage families to set up a plan with friends or relatives willing to care for your child in the event they become ill. Parents will be notified when children have been exposed to communicable disease. We will care for a child that has symptoms of a communicable disease until a parent or authorized adult arrives.

Medication

Medications shall only be administered with prior written permission from parent as well as a Prescribed Medication Form from a physician. Medication includes both prescription and non-prescription medications which are taken by mouth, inhaled, injected, applied as drops to eyes or nose, or applied to the skin. Topical non-prescription medication, including but not limited to, sunscreen and insect repellent, requires written parental authorization annually. Prescription medication must have the pharmacy label indicating the physician's name, child's name, instructions and strength of the medication. All medication administered must be given according to those instructions. Staff will maintain a record of the time and amount of medication given. All medications must be in the original container, stored according to the instructions and clearly labeled. Medication shall be kept out of reach of children and will be returned to the parent or destroyed when it is no longer needed or at the end of the school year. Due to the possibility of a reaction, staff cannot give the first dose of medication. All staff members participate in annual training on how to appropriately administer medication.

Health Care

Parents will be contacted immediately if their child is hurt and requires special medical treatment. If we cannot reach you, we will contact the individual(s) listed on your child's emergency card. If emergency care is required, we will call 911 and a staff member will accompany your child to the nearest appropriate medical facility as indicated on your emergency card. Appropriate first aid will be given while we wait for a parent or medical professionals to arrive. Parents will also be notified for injuries that are not of an emergency nature (pinched fingers, bumps on head, etc.) that might require a physician's consultation, but are not as serious. We believe that each family should make these decisions individually. It is important to keep the emergency phone numbers up-to-date on the Child Information Card.

Food Service

Lamphere School's Food Service department provides breakfast, lunch and a snack to each child within our program. These meals are served family style and children choose what to eat. Parents MUST notify staff of any and all food allergies verbally and in writing on the child's emergency card. If special dietary changes in food need to be made, we will need a doctor's note stating specific directions and requirements. In the event you still wish to provide your own child's meals, a form indicating so must be filled out and put in the child's file.

Child Abuse and Neglect

During enrollment, families sign a Child Abuse and Neglect Statement stating that they understand child abuse and neglect are against the law. Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities. All GSRP Staff are considered mandated reporters under this law. GSRP Staff are not required to discuss their suspicions with parents before reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition before making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. The Child Protective Services Act is designed to protect the welfare and best interest of all children. Cause for reporting suspected child abuse or neglect include, but are not limited to:

- Unusual bruising, marks, or cuts on child's body
- Improper clothing relating to size, cleanliness, or season
- Transporting a child without appropriate child restraints (e.g. car seats, seat belts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Leaving a child unattended for any amount of time
- Child disclose to staff allegations of abuse

Licensing Notebook

Licensing inspection and special investigation reports from at least the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare. If you have any trouble accessing these reports, let the program administrator know and office staff can assist you.

Celebrations/Holidays

Holidays are special times when we celebrate with family and friends. Predictable routines that children need are often disrupted with events that make holidays busy and more hectic than typical day-to-day life. We try to celebrate the essence of holidays without adding to the chaos. Celebrations focus on the meaning of the holiday: giving to others, family and friends and the seasons. Our classrooms try to remain calm, safe places while at the same time acknowledging these special times and family traditions.

Toys from Home Policy

We encourage the students to leave toys from home at home. Many problems arise if toys are lost or broken. If your child does bring a toy to school, he/she will be encouraged to put the toy in his/her backpack for the class period. Please note that toy

weapons are not allowed in the classroom at all. In addition, Lamphere Schools is not responsible for lost or stolen items that are brought in to school.

Transportation/Bus Rules & Policies

Families utilizing transportation services must look over our district and State of Michigan licensing guidelines. Written permission for all routine and non-routine transportation must be obtained prior to the start of the child's first day of bussing. The permission to release for field trips shall occur immediately prior to a scheduled field trip.

Your child will be picked up and dropped off by the bus at a designated stop. Please be out and ready at the bus stop at least 10 minutes prior to your approximate scheduled time. Remind your child to stay seated on the bus, hands to self, using an indoor voice, and to stay away from the danger zones of buses. You, or another adult listed on your child's emergency card, must be at the bus stop for pick-up and drop-off. You must notify the transportation office before 7:00am if your child will not be riding the bus for any reason. This allows the bus driver to continue on the route rather than- wait for a child needlessly. If you need your child's bus stop changed during the year, please contact our office at 248-589-3753 immediately, at least two weeks in advance. If the new address can be accommodated you will be notified of the bus route number and times within ten(10) business days. If we are unable to accommodate the new address, transportation may not be provided you're your child. Any changes in bus routes must be handled through the transportation office. Children will only be released to people who are listed on the emergency card. If no one is at home, or the person(s) there are not on your child's emergency card, your child will remain on the bus. Your child will be returned to either the Lamphere Early Childhood Center or bus garage, depending on the time.

Grievance Policy

If you have a specific concern, please follow the grievance/complaint procedure listed below:

- ☐ Written complaint to the Classroom Teacher – 7 days to reply
- ☐ Written complaint to Director of Early Childhood Education – 7 days to reply
- ☐ Written complaint to Assistant Superintendent/ Director of Finance – 7 days to reply
- ☐ Written complaint to Director of Early Childhood at Oakland Schools
- ☐ Written complaint to the Michigan Department of Education

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