



CALHOUN COUNTY INTERMEDIATE SCHOOL DISTRICT (CISD)

Pre-Kindergarten Family Handbook 2023-24



Great Start Readiness Preschool Program (GSRP)

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BCPS MISSION STATEMENT

Battle Creek Public Schools – We reach all students through progressive and engaging instruction in order to ensure they are prepared for the next stage of their lives.

BCPS PHILOSOPHY

Battle Creek Public Schools GSRP provides opportunities for young learners to reach their full potential. We believe that child growth and development follows a pattern and occurs at varying rates. We support all learning styles and cultures and acknowledge that all aspects of development are equally important and interrelated. Knowing that parents influence children by being their first and most important teacher and that all parents want their children to succeed, we involve parents in two-way communication and a variety of volunteer opportunities.

The learning environment in each classroom addresses the following characteristics of young learners: Children are naturally curious, creative, eager to learn, social, and physically active. Children learn through their play, through all of their senses, by repetition and practice, and by building on their past knowledge and experiences. Children learn in many ways; exploring, playing with objects, imitating, observing, listening, trial and error, questioning, practice, and direct instruction. Children’s learning progresses from simple to difficult, real to abstract, and first-hand experiences to understanding.

Therefore, the GSRP classroom is designed in a way that each child will:

- feel respected and valued as worthwhile individuals.
- feel physically comfortable and secure.
- be supported as they make choices and try new and challenging experiences.
- have opportunities to use play to translate experience into understanding.
- understand that process is more important than a finished product.
- believe they will learn and succeed.
- participate in activities that use all of their senses (multi-sensory).
- have parents involved in the learning experience.
- experience behavioral expectations that are fair, consistent, and clearly stated.
- have teachers who understand the social, emotional, physical, and cognitive development of children and continually increase their knowledge.
- experience adults and children learning from each other.
- have adults working cooperatively with children as their main focus.
- receive learning objectives designed with their development in mind.



PROGRAM OVERVIEW

The Great Start Readiness Program (GSRP) is operated by a grant received from the State of Michigan. This is a program for four-year old children with factors which may place them at risk of educational failure. The children are in attendance Monday-Thursday for school day hours. The adult-child ratio in every classroom is 1 teacher for every 8 children with a third teacher added when numbers reach 17 and a cap set at 18 children.



CISD MISSION STATEMENT

All children will be safe, healthy, prepared, and eager to succeed in school and life.

CISD PHILOSOPHY

The Calhoun Intermediate School District Great Start Readiness Program is committed to giving every child a great start in order to be successful in school and in life.

We believe that school readiness begins by supporting children's health and development across domains. This is achieved through the following areas:

*A learning environment that fosters independence creates an inviting space and provides open-ended, multi-faceted materials that reflect children's interests and experiences.

*Relationships, built on mutual respect and trust, that support child initiative and problem solving, encourage identifying and managing emotions and promote adult scaffolding of children's learning. Social relationships are encouraged through learning conflict resolution, working cooperatively in small and large group settings and exhibiting a respect and appreciation for all people.

*A curriculum that promotes active learning and responsive teaching for various learning styles. Assessment tools that use observation and documentation to record children's current strengths while planning for children's growth, share progress reports and gather family input on child's individual development and outcome goals and provide data to use as a tool for planning staff and administration professional development.

*Family involvement includes various forms of open, respectful, two-way communication, volunteer opportunities in and out of the program setting, events or activities supporting family growth and understanding of identified concepts that are relevant to them and opportunities to have their voices

and opinions heard, such as advisory committees and program evaluations. Family home life and cultures are reflected and celebrated through materials and interactions.

NON-DISCRIMINATION POLICY

Calhoun Intermediate School District's Great Start Readiness Program shall not discriminate in its policies and practices because of age, race, color, national origin, marital status, disability, physical characteristic, gender, religious beliefs, cultural identity, socioeconomic status, familial status and genetic information.

GSRP STAFF

All lead teachers are certified by the State of Michigan and have received a Bachelor's degree with an Early Childhood Education focus. Our Teacher Assistants have received a minimum of Child Development Associate's Degree (CDA) per the Michigan Department of Education guidelines. In addition, all GSRP staff have completed a State of Michigan Comprehensive Background Check.

LICENSING

All of our classrooms have been licensed by the Michigan Department of Human Services (DHS) and follow all licensing guidelines and rules. Parents can request to view the licensing notebook during regular business hours. The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans for the last 5 years. Licensing inspection reports, special investigation reports, and corrective action plans from at least the past 3 years are available on the department's child care licensing website at www.michigan.gov/michildcare. A copy of those rules and guidelines is available on the information board in or near the classroom as well as online at www.michigan.gov/dhs. Each classroom shall maintain a licensing notebook that contains information about renewal inspections, addendums, corrective action plans, any special investigation reports and product recalls. All families will be given notification on the contents and location of this notebook. Families are welcome to review this notebook any time during the program's operating hours.

FEE POLICY

Our Great Start Readiness Program is a state-funded preschool program through the Michigan Department of Education. There is no cost or fee for students meeting the required criteria. **Tuition may be charged for families based on state criteria.**

SLIDING FEE POLICY

Families that are considered over income (301-400%) FPL may have to pay a fee based on a sliding scale. The parent must sign a form indicating that they understand a fee will be charged. You will be notified by the director's office and payments will be made directly to the Calhoun ISD, Early Childhood Services, 475 East Roosevelt Ave, Battle Creek, MI 49017.

PROGRAM EVALUATION

Each classroom will be rated on the **CLASS** Assessment tool in order to provide feedback on areas of strengths and areas for improvement twice a year. Results will be used to plan staff training sessions, revise management practices, and seek additional resources.

Each classroom's instructional staff will be observed and given feedback at least twice per year by an evaluator that is familiar with the chosen curriculum. This feedback will be used to discuss strengths and improve the quality of the program.

Each program will complete a self-assessment and receive a score from the Great Start to Quality program. A star rating will be awarded that will be available for viewing on the Great Start Connect website, www.greatstartforkids.org.

PASSIVE CONSENT OF PROGRAM EVALUATION

Families of enrolled children must be notified of program evaluation activities. The following information is often summarized and included in subrecipient handbooks in parent-friendly language. In addition to the MDE reporting requirements such as reporting into the Michigan Student Data System (MSDS), programs may be selected to participate in national, regional, and/or statewide GSRP data collection efforts. If selected, programs must cooperate with MDE, its designated evaluation contractor(s), and any of MDE's other research partners. Cooperation includes, but is not limited to:

- Making classrooms available for observation;
- Providing non-classroom space on site for child assessment;
- Allowing administrators and staff to take time to complete surveys and questionnaires (via telephone, internet, paper, and/or in person; as necessary);
- Returning completed surveys and questionnaires promptly and regularly;
- Providing program information to the contractor, including children's unique identification numbers, as recorded in the MSDS;
- Participating in project informational webinars, conference calls, and in person meetings; and
- Distributing parent information letters.



CURRICULUM

Calhoun ISD's Great Start Readiness Programs use the HighScope Curriculum. This curriculum model was originally developed to serve children at risk of school failure in Ypsilanti, Michigan. More information is available at www.HighScope.org.

Researchers have tested this approach and the effectiveness of the curriculum. Studies found that children from a high quality classroom using a HighScope Curriculum:

- showed higher social responsibilities
- demonstrated higher employment rates and annual earnings
- had higher educational achievements
- took more responsibility with their families

HighScope operates on the idea that children build knowledge through active learning. Active learning comes through child initiative; children choose how they want to explore materials, searching for

answers, and problem solving when they encounter obstacles. This comes through positive adult-child relationships, a child-friendly learning environment, a consistent daily routine and assessments that show what level of development a child is at. The HighScope curriculum follows the key developmental indicators (KDIs), found at the end of the Handbook.

ASSESSMENT



The Child Observation Record (COR Advantage 1.5) is the assessment tool that is used with the HighScope Curriculum. The COR looks at early childhood development from infancy through kindergarten in eight content areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies
- English Language Learning (when children's first language is not English)

Each child is assessed on their individual strengths through teacher observation, pictures, portfolio pieces and their own reflective processes. Daily anecdotal notes based on child observations will be recorded and scored in the online COR assessment tool. Teachers will create a child development report at least twice a year to share with parents at a conference.

PHYSICAL ACTIVITY

Staff ensures that children are receiving a minimum of 30 minutes of outdoor, large muscle time for every 3 hours they are at the center. If weather does not permit outdoor time, an alternative indoor, large muscle activity will be provided.

SAMPLE - SCHOOL DAY ROUTINE

School Day is 8:50-3:50 except at Valley View which is 8:30-3:30

Schedules will be given at home visits and any changes will be distributed as needed

Approximate start times are listed on the sample routine schedule

8:30/8:50 40 minutes: Arrival/Breakfast/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

9:10/9:30 15 minutes: Large-Group Time/Music and Movement – All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.

9:25/9:45 10 minutes: Planning Time – Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children’s planning (e.g. props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).

9:35/9:55 60 minutes: Work Time (children’s hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.

10:35/10:55 10 minutes: Cleanup Time – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children’s level of involvement and skill while supporting their learning.

10:45/11:05 10 minutes: Recall Time – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

10:55/11:15 15 minutes: Small Group Time – An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

11:10/11:30 30 minutes: Outside Time – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

11:40/12:00 10 minutes: Bathroom/Wash Hands/Prepare for Lunch – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.

11:50/12:20 20 minutes: Lunch– Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children.

12:10/12:40 45 minutes: Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

12:55/1:25 10 minutes: Wake/Bathroom/Snack – As children wake up, adults and children work together to put away cots and set up for snacks. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

1:05/1:35 75 minutes: Plan/Work/Cleanup/Recall – (refer to AM descriptions).

2:20/2:50 15 minutes: Small Group- (refer to AM descriptions).

2:35/3:05 50 minutes: Outside Time/Snack/. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

3:30/3:50 Dismissal

Wednesdays are Early Dismissal days for BCPS. Valley View will dismiss at 2:40 p.m. and Dudley, Lamora, and Post Franklin will release at 3:00 p.m.

PARENT PARTICIPATION

Parents are the first and most important teachers of their children and an essential part of the pre-kindergarten program. Issues concerning students will be dealt with only with the custodial parent, not to include grandparents who are non custodial. Program involvement can assist a child's success in school. Children feel a great deal of pride and reassurance when a caring adult is involved in their school experience.

Parents have a variety of choices for program involvement:

1. Classroom volunteer
2. Field trip assistance
3. Family Dinners/Family Activity Nights
4. Reading to your child daily
5. Preparing classroom materials at home
6. Parent calling committee
7. Program advisory committee
8. PTA

The parent participation in the Great Start Readiness Program is based on the belief that the best environment for the child exists where there is a close family-school interaction. When parents are involved in the program, it helps children to understand the value of education. Parents are encouraged to come into the preschool classrooms to volunteer or visit. Arrangements with your child's teacher should be made in advance. Parent helpers are needed in a variety of activities. You are always welcome to visit, observe, and participate in your child's classroom. However, parents or volunteers who are found on the **Public Sex Offender Registry (PSOR)** will **NOT** be permitted to volunteer or have contact with children in our program.

- A Volunteer Application and a Central Registry Clearance Request Form (DHS-1929) will need to be completed and submitted along with a copy of the applicant's Michigan Driver's License.
- **All supervised volunteers shall receive a public sex offender registry (PSOR) clearance before having any contact with a child in care including volunteers who are parents of a child in care**
- **Any individual registered on the public sex offender registry (PSOR) is prohibited from having contact with any child in care.**
- Volunteers shall sign a Child Abuse and neglect awareness and mandated reporter statement before volunteering.
- **Volunteers will not work with children unsupervised.**

PARENT-TEACHER CONFERENCES AND HOME VISITS

Parent-Teacher Conferences are held each year in the fall and spring. The purpose of the Parent-Teacher Conference is to provide a way for you and the teacher to communicate regarding your child's progress in school and to discuss ways you and the staff can work together. Parents and classroom staff often communicate informally at pick up, drop off and by email or phone whenever needed. A conference, meeting or home visit can be requested anytime other than at regularly scheduled times. Please feel free to call the teacher for an appointment.

In addition, two home visits must occur during the course of the year. The first home visit is before school begins and will include a developmental screener. The second visit is in early spring and will include kindergarten transition plans.

GRIEVANCE POLICY

Battle Creek public Schools GSRP strives to provide a positive environment for all. However, at times, concerns may arise. Families that have grievances with some part of the GSRP should follow these steps:

- Bring concerns to the attention of the lead teacher
- Follow-up with the director and/or building administrator that oversees the program. The Director is Gregory Bish and can be reached by phone at 269-965-9480 or gbish@battlecreekpublicschools.org
- Each building has a principal and can be contacted through the main office of the school.
- If the concern is not resolved through these channels, the next person in line to contact is the Assistant Superintendent of Early Childhood Services and can be contacted at 269-660-1606.

If the concern relates to a licensing regulation, reports may be made to the Department of Human Services, Office of Children and Adult Licensing, at (866) 685-0006 or www.michigan.gov/michildcare.

DEVELOPMENTAL SCREENING

Each child will be screened within two weeks of beginning the program, using the Ages and Stages Questionnaire (ASQ) to determine if each child is developing as expected for their age. Families will be asked to provide information about their child's abilities and any areas of concern they may have. All results of these screenings will be shared and discussed with individual families. Throughout the year, if further screenings are determined to be necessary, the family will be contacted for permission.

REFERRAL PLAN

Referrals for children that may have special needs will always be discussed with the family first. Whether the program staff or the family is bringing the concern, the process of referring will be explained: document concerns, request an observation from an Early Childhood Specialist, Early Childhood Staff and program staff will develop and try various strategies, Birth-6 staff may do additional screenings and evaluations, have a meeting with families to report results and make plans for future action. Program staff will assist families by making referrals for medical, dental, mental health, food, clothing, housing. Dialing 2-1-1 or visiting m211.org will also connect families to community resources.

SPECIAL NEEDS PLAN

Calhoun Intermediate School District's Great Start Readiness Program is committed to the concept of inclusion. Staff will make accommodations to include all children in the learning environment and daily routine. Families and staff work together to meet the individual needs of each child. Communication is two-way and ongoing while respecting confidentiality. Staff will receive annual training on various strategies and information on working with families and children with special needs.

CONFIDENTIALITY

Student health/medical records and identifying information is kept confidential. Please be assured that information you share with the teacher will be kept in the strictest confidence. Occasionally, information such as allergies, IEP goals, behavior plans, demographics, etc. may need to be shared with individuals working with the child (substitute teacher, principal/director, and support services staff such as special

education personnel). Family Education Rights and Privacy Act (FERPA) gives parents and guardians the following rights:

- The right to inspect student records maintained by a school district.
- The right to prevent disclosure of educational records to a third party without their consent, except in certain limited situations.
- The right to request a correction of any part of the student records which you believe to be inaccurate, misleading or violates your right.
- The right to protest to the Family Educational Rights and Privacy Office Department of Education, 400 Maryland Avenue, SW, Washington DC 20202, concerning the program's failure to comply with FERPA.

RECRUITMENT POLICY

GSRP funding is provided through a grant from the State of Michigan and distributed by the Calhoun Intermediate School District (CISD). All families must qualify for this program by meeting requirements set by GSRP. Eligibility and selection is determined by using the GSRP prioritization guidelines. Parents are not charged application fees for GSRP. GSRP works in cooperation with Head Start and Early Childhood Connections to ensure accurate placement of families. Families that are Head Start eligible must be served by Head Start.

ENROLLMENT POLICY

- Step 1** **Parents can access the application at www.helpmegrowcalhoun.org** This application is completed and submitted on-line to be considered for enrollment in a Great Start Readiness Program classroom. If there is no internet accessibility, parents can obtain an application by calling the Early Childhood Office at 269-660-1606.
- Step 2** In mid-May applications will begin to be assigned to the individual programs based on eligibility and program choice requests.
- Step 3** Parents will be notified by that agency their application has been received, and will be notified if additional information/documentation is needed to complete the eligibility phase and where/when these documents should be delivered.
- Step 4** Acceptance eligibility is determined from lowest income to highest income. Those children above 300% FPL and having additional risk factors may be considered.
- Step 5** Agencies will notify families of their child's acceptance as soon as eligibility has been confirmed. This process will occur throughout the summer.

REGISTRATION INFORMATION

To comply with state licensing requirements and provide the school with the necessary information about your child, a registration packet must be completed for your child. This packet includes:

- A Child Information Record Form must be completed. This form provides us with important information such as: emergency contact numbers, addresses, a listing of people who can pick your child up, allergies, medical and insurance information. It is critical that you keep the office and your child's teacher informed of any changes that may occur throughout the school year.
- A current copy of your child's immunization record must be presented before your child can attend school.
- Your child's certified birth certificate; a copy of this is needed for your child's file.
- Proof of Residency (gas or electric bill)
- A Physical signed and dated by your child's doctor must be on file.

- If applicable, legal papers such as custody or legal guardianship papers must be provided.
- Proof of Household Income and/or FIA/DHS Case Number (if applicable)

ADMISSION POLICY

Children who attend the GSRP Program must meet certain eligibility requirements to qualify for the program. All students must have 2 or more risk factors identified by the State Department of Education. All students must be four and less than five years old by September 1 of the year they are attending the program. Parents must complete the enrollment process before attending the program. Children who are eligible for special education services will be assigned a classroom based on the recommendations of the student's IEP team. Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays, or identified disabilities (e.g. toileting needs, speech, motor function, aggressive behaviors, and cognitive delays.)

WITHDRAWAL/EXCLUSION POLICY

Withdrawal by family- families should give notification to the program as soon as possible. A follow up from the program will be attempted to determine the cause of withdrawal.

Withdrawal by program- in rare, extreme cases where it is determined that, after exhausting all strategies and supports (i.e. asking for a behavior consultant, referring for psychiatric visits, consulting with child's pediatrician, working with special education providers, inviting in a social worker), the child's needs can be better met in another setting, such as an Early Childhood Special Education program or a part-day GSRP, programs and families will work to place children in another program. Children will not be excluded because of the need for additional medical or behavioral support, assistance with toileting, or other issues that can be supported through professional development of staff, providing resources to families, changes in the learning environment or daily routine, etc.

Withdrawal by program- in rare, extreme cases where the child is absent for an extended period of at least 3 weeks without contact from family (and after multiple attempts by program to contact family), program will notify family of child's withdrawal.

Exclusion may occur should a child have a contagious illness, until a doctor gives permission to return to school.

Exclusion may occur for a child without an immunization record, medical waiver, or certified, non-medical waiver on file after families are notified for 2 weeks about this requirement, unless the student is in a dose-waiting period.

CHILD CUSTODY

In cases of custodial situations, the custodial parent must complete the registration and emergency information. In cases where the non-custodial parent is not allowed to have contact with the child, a copy of the custody or restraining order **must be provided** to the preschool teacher. The preschool teacher needs to be notified of any changes in custody arrangements. The parent who enrolls the child(ren) will be responsible for transportation unless previous arrangements have been approved.

SCHOOL HOURS OF OPERATION/HOLIDAYS

Preschool classes meet Monday through Thursday. Preschool starts in September and will run until May. Classes at Dudley, Lamora, and Post Franklin run 8:50 a.m. – 3:50 p.m., Valley View hours are 8:30-3:30. Your child will follow the Battle Creek Public School's calendar for days off, snow days, and vacations/holidays (Thanksgiving Break, Winter Break, MLK Day, Good Friday, and Spring Break). Please

watch the GSRP calendar as district half days may be scheduled differently for GSRP. Wednesdays are Early Dismissal days for BCPS. Valley View will dismiss at 2:40 p.m. and Dudley, Lamora, and Post Franklin will release at 3:00 p.m.

RELEASING STUDENTS

The safety and security of all children is our first priority. Therefore, we will ask for identification of any unknown person picking up a child. We will not release a child to any adult who appears to be under the influence of alcohol or drugs. This procedure is in the best interest of the child, and your understanding and cooperation is greatly appreciated. We will not release a child to anyone without a note or call from the parent (this includes persons listed on the child's emergency card).

It is to your child's benefit that telephone numbers, emergency numbers, and other pertinent information are kept up-to-date on student emergency cards. If you will be unable to pick up your child from school on time, please make prior arrangements with another person on the child's emergency list.

TRANSPORTATION

The BCPS GSRP program contracts with Dean Transportation (district bussing contractee) to provide transportation home for enrolled secondary students daily during the school year and for off-campus activities including enrichment field trips. Elementary students enrolled in the program are provided transportation to off-campus activities including enrichment field trips. During the summer program, all students enrolled in the enrichment programs have the opportunities to participate in our transportation services to and from school in conjunction with the district's day-time summer program.

All school buses meet the safety and inspection requirements operating conditions to transport students to and from the child care centers. All school buses are in compliance with Michigan vehicle code safety equipment requirements, as defined in sections 683 to 711 of the Michigan vehicle code, 1949 PA 300, MCL 257.683 to 257.711 and as defined in the pupil transportation act, 1990 PA 187, MCL 257.1801 to 257.1877.

Transportation is provided whenever possible for the students in our program on an as needed basis.

BCPS GSRP Bus Guidelines for Parents

Drop off and Pick Up

- Parents should have their child ready based on the scheduled bus time. It will take at least the first week to establish a time for each child to be picked up.
- The driver will **not** honk and can only wait for 2 minutes.
- Bus Driver will provide emergency exit information to students on the first day.
- Students will be picked up and dropped off at their designated locations (at or near their homes, daycare or location that parents choose for their child).
- Designated stops can only be changed once the entire school year (per transportation policy).
- Parents of Pre-k students are required to meet the bus during pick-up and drop-off.
- Parents are responsible for the safety of their child until they board the bus.
- After they board, the responsibility is on the caregiver.
- No one but a parent or guardian may pick up a Pre-k student without a release form filled out by the parent or other persons can be listed on the emergency form.
- Children under 16 are not allowed to retrieve students from the bus.

- All pick up and drop off will be on the right hand side of the road. No student should cross the streets.

Safety

- Students should be seated as soon as possible and remain in their seats at all times.
- The bus will not move until all students are seated (“Back to back” and “Bottom to bottom”).
- Caregivers will make sure the student is safely in their seat. Some buses have child car seats or seat belts but it is not required by law for school buses.
- Students must keep hands, arms and head inside of the bus at all times. No standing while the bus is moving.
- No food or drink permitted on the bus for protection of students’ breathing passages or airways.
- Students are not allowed to use pens, pencils or any other sharp objects on the bus. Pencils, pens or sharp objects can become projectiles in the event of a crash, not only causing injuries but damage to school bus seats and equipment.
- Students are to listen to the caregiver and/or bus driver and follow directions. Discipline will be the responsibility of the caregiver or driver.
- Caregivers/drivers are allowed to assign seats if there are any problems with the students on the bus.
- Normal conversation is permitted.
- Any loud noise that may distract the driver and create an unsafe condition is prohibited.

Behavior Standards

The school bus is an extension of the classroom. All policies that apply to student conduct apply to the school bus. Rules are to be followed to ensure every student’s safety. If a student chooses to ignore bus rules or commits any action that jeopardizes the safety of other students, action must be taken to ensure that the student begins to comply, using provisions by the caregiver.

The following behavior management techniques may be used to gain a student’s adherence to safety rules:

Verbal warnings

Different bus seat assignment

If misbehavior continues, the caregiver calls the parent to request assistance in correcting the student’s misbehavior.

Written warnings given by the bus driver (if student gets three warnings, he/she is off the bus for three days)

Discipline Plan If Any of the Following Occurs:

Minor Infractions – are defined as:

- excessive noise
- standing up or moving about the bus,
- any eating or drinking on the bus
- throwing small objects

These types of infractions will result in the following procedures –

- Caregiver provides up to two verbal warnings, during a “one on one” with the student.
- The caregiver documents behavior and warnings in a daily journal.
- Caregiver documents date & time of phone contact (if any) and prepares a report describing behavior of child, and then caregiver lets the parents know about the situation.

If a child is absent for two (2) or more days without contact from the parents, the bus will not stop on the third day. If your child is going to be absent in the a.m. class, please call the transportation department at 965-9435 or 965-9434.

Video cameras with audio recording capabilities are used on the buses.

All rules apply on field trips or school sponsored events.

FIELD TRIPS

Field trips will be scheduled throughout the year to enhance activities in the classroom. Parents will be notified of each field trip prior to the date of the event. Parents are encouraged to accompany their students on field trips, but we discourage any other young children or siblings attending, as our full attention must be given to the students in the class.

DISCIPLINE/CONFLICT RESOLUTION

There may be times when a child in the classroom will need to adjust their behavior to ensure a safe and happy environment for all of the children. Discipline is viewed as a way of encouraging good behavior, not just a reaction to inappropriate conduct.

Positive guidance techniques will be used to:

- help children become aware of their behavior and the consequences
- develop rules to protect the safety of children, protect property or help children learn to respect the rights and feelings of others
- develop consequences that are natural or logical
- make accommodations to the learning environment or daily routine that will help each child to be successful within the GSRP

Spanking/hitting are prohibited forms of discipline.

Conflict Resolution will be handled in the following manner:

- approach social conflicts calmly, stopping all hurtful actions
- acknowledge the feelings of children involved in the conflict
- gather information from children on the problem
- restate the problem so that all parties understand
- ask children for ideas and solutions, encouraging them to choose one together that will be equally satisfying to all
- give follow up support as children act on their decisions

Challenging behaviors- in rare, extreme cases where it is determined that, after exhausting all strategies and supports (i.e. asking for a behavior consultant, referring for psychiatric visits, consulting with child's pediatrician, working with special education providers, inviting in a social worker), the child's needs can be better met in another setting, such as an Early Childhood Special Education program, programs and families will work to place children in another program. Children will not be excluded because of the need for additional medical or behavioral support, assistance with toileting, or other issues that can be supported through professional development of staff, providing resources to families, changes in the learning environment or daily routine, etc.

TOYS AND PERSONAL POSSESSIONS

The school strongly discourages students from bringing toys and personal items to school. The exception to this request would be the child's "Show and Tell" time. Please do not send electronic devices to school (cell phones, iPads, tablets, etc.) **When personal items are brought to school by a child, the school will not be responsible or liable when items are lost, stolen, traded, damaged or broken.** The classroom has an ample supply of equipment and materials; therefore, children are encouraged to leave their personal items at home.

HELPFUL HINTS ABOUT CLOTHING

- Your child will be most comfortable in play clothes. We spend a lot of time on the floor and

- we do not want to damage dress clothes.
- Clothing should be simple, washable and fit properly.
 - Students should wear closed toe play shoes. No flip flops, slippers or open-toed sandals.
 - Clothing should be easy for your child to manage.
 - Boots should be large enough so that your child can put them on and take them off easily.
 - **Clothing should suit the weather and the season.**
 - **Put your child's 1st and last name on each article of clothing, book bags, etc.**
Many children have similar clothing and other items and it is impossible to tell whose is whose without a name. Articles left behind will be placed in the lost and found. If your child does not return home with articles mentioned above, please check the school's lost & found.
 - We have a limited supply of clothing for emergency use, such as "accidents" or torn seams. If your child should come home wearing an item provided by his/her teacher, please wash and return it to the school promptly. Your child's teacher may request that you send an extra set of clothing to be kept in their school backpacks for emergency use as above.

TOILET TRAINING

We expect that all children will be self-sufficient in the bathroom and toilet trained. However, if extra assistance is needed, we will work with families on a plan for "potty" training. Staff is available to assist children with snaps, buttons and zippers. Families of children attending the program wearing disposable underwear should provide information about the size needed for the child's disposable undergarments. The Calhoun ISD will supply any pull ups and wipes for use at school only. You may be called to come in and assist in changing your child's clothing if an accident involving a bowel movement has occurred.

NUTRITION POLICY

GSRP classrooms adhere to USDA guidelines, Child and Adult Care Program nutritional guidelines and DHHS Bureau of Children and Adult Licensing rules. Menus will be planned in advance and posted for parents to see. Menu substitutions will be recorded on the posted menu for the day of the substitution.

Healthy Meals and snacks are provided to all children in a family style. This encourages children to be independent in passing, scooping and pouring their own food. It also allows for meaningful conversations to take place between adults and children and is an ideal time to model table manners.

All BCPS students will be offered free breakfast and lunch and a healthy snack that meets the nutrition recommendations of the Child and Adult Care Food Program (CACFP). If your child has a special nutritional need or requires an adaptation to our menu, we will work with your family to create a plan that adequately meets your child's needs.

Please alert your child's teacher if your child has a known allergy or nutrition need. If your child has food allergies, there is a form available in our office that you need to take to your child's physician and have it completed and returned to your child's teacher.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA Director, Office of Civil Rights, Room 326-W-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

SEVERE WEATHER POLICY

The policy of the Battle Creek Public Schools is to remain in regular session during a TORNADO WATCH/WARNING or a THUNDERSTORM WARNING. Whenever a Tornado Watch or Warning is issued, all students and staff will remain in their building. If it is a warning, students and staff take shelter in a pre-designated area.

Parents, legal guardians or predetermined persons may pick up children from the program during ANY severe weather conditions. **PLEASE DO NOT CALL THE SCHOOL.** It is extremely important that our school telephone lines remain open during Tornado Watches/Warnings and severe Thunderstorm Warnings.

The television and radio stations listed below will have the most current and up-to-date information regarding school closings:

WBCK – 930 am WKFR - 103 fm WBXX – 95 fm WQLR – 106.5 fm
WNWN – 98.5 fm Local TV Channel 3, Channel 8, Channel 41

Please note that when the Battle Creek Public Schools close due to severe weather, our program will be closed.

ATTENDANCE POLICY

During the course of the school year, regular attendance for each student is important in order to get your child ready for kindergarten. Please assist us in your child's learning by making regular attendance a commitment for your child. Research shows that regular attendance might be the biggest influencing factor on school success.

Children that attend often:

- Have higher reading and math scores
- Demonstrate larger vocabulary and better social skills
- Feel part of a school community and learn how to be a better citizen
- Learn that school is a priority

Family attitude toward school is very powerful. These early experiences will lay the groundwork for future habits. You can help by:

- Planning ahead to reduce absences
- Preparing for school the night before
- Getting a good night sleep
- Maintain your child's health with annual visits to a doctor
- Ask for help! Transportation is often an issue that prohibits attendance. The program staff can brainstorm some ideas that could work for your family.
- Show your child you are interested in their school experience
- Visit www.attendanceworks.org

Staff is committed to having all children in school daily. Teachers will try many strategies to encourage attendance and to follow up with families where attendance becomes infrequent. Staff will reach out to families after two (2) consecutive absences to inquire about the absence, reason for absence, and work with the family on any support they need to improve attendance. After multiple strategies over an

extended period of time with no result, the family will be notified of the child's possible withdrawal from the program if the slot is needed for families on the waiting list. A child who has been absent from our program for three (3) weeks (12 consecutive school days) without notification or explanation from the child's parent or guardian, may be withdrawn from our program.

If there is an absence, contact your child's classroom teacher. The Transportation Department will then be notified if necessary, so the driver will not make a stop.

If a child is absent for an excessive number of days due to a serious or contagious illness, upon the child's return, please provide the teacher with a doctor's note indicating the illness and that he/she is now well enough to return to school. Please call if there is a problem of any type. A phone call can keep your child enrolled in the program.

ABUSE AND NEGLECT POLICY

If abuse or neglect of a child is suspected, staff must:

- make an oral report to Children's Protective Services (855) 444-3911
- File a written report within 72 hours of the oral report

Excerpt from Child Protection Law (Act 238 of 1975) (Section 722.622) Definitions:

Child abuse means harm or threatened harm to a child's health or welfare that occurs through non-accidental physical or mental injury, sexual abuse, sexual exploitations, or maltreatment by a parent, a legal guardian, or any other person responsible for the child's health or welfare or by a teacher, aide or a member of the clergy.

Child neglect means harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any other person responsible for the child's health or welfare that occurs through either of the following:

- negligent treatment, including the failure to provide adequate food, clothing, shelter or medical care
- placing a child at an unreasonable risk to the child's health or welfare by failure of the parent, legal guardian, or other person responsible for the child's health or welfare to intervene to eliminate that risk when that person is able to do so and has, or should have, knowledge of the risk.

Section 3 (1a) A teacher or regulated child care provider who has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report, or cause an oral report to be made, of the suspected child abuse or neglect to the department. Within 72 hours after making the oral report, the reporting person must file a written report as required in this act. If the reporting person is a member of the staff of a hospital, agency or school, the reporting person may notify the person in charge of that organization of his or her finding and that the report has been made, and may make a copy of the written report available to the person in charge.

REST TIME POLICY

Programs that operate 5 or more hours must have quiet/rest time. This rest time will be a period of at least 45 minutes and no longer than one hour, while accommodating for the individual needs of children. Other quiet activities will be provided for children who do not sleep. Children may bring their own blanket and stuffed animal to assist them in resting. Each child will be provided one mat to rest on. Mats will be sanitized in accordance with licensing rules.

HEALTH AND SAFETY PLAN

Our staff strives to provide a safe and healthy environment for children. The classroom is cleaned daily, with toys washed on a regular basis. Materials and equipment are regularly evaluated for safety concerns.

Universal precautions (treating all human blood and certain human bodily fluids as infectious) will be used when dealing with blood and other potentially infectious bodily fluids. Personal safety equipment, including gloves, will be used in any situation that involves bodily fluids. Staff members will participate in blood-borne pathogen training on an annual basis to ensure proper conduct in the case of an accident. We have health book resources, internet resources and school health personnel available for all staff.

Over-the-counter medications such as aspirin or cough drops cannot be given. Medication should be administered by a parent or guardian before the child comes to school or the child should be kept home until well enough to attend without needing medication.

Only prescribed medications can be given and must be in their original containers. Medical authorization forms must be on file in the classroom before any medication may be administered to a student. These forms can be obtained from your child's school office. These forms will contain the written request of the parent/guardian, and complete instructions from the physician.

INJURIES/ILLNESS/INCIDENT POLICY

Injuries:

- minor cuts and scrapes will be treated with band-aids, ice packs and staff monitoring. Family notification will be made by face-to-face or written notification at the end of day.
- more critical injuries will be attended to with first aid care. Family notification will be made immediately by phone or email following the occurrence of an injury that occurs to the head.
- serious accidents requiring removal to an emergency room or for paramedics to be called require immediate notification of family and/or emergency contacts by phone. Notification must also be made to the Bureau of Children and Adult Licensing.

Illness:

Parents will be notified of the name of the disease and the symptoms when a staff member, volunteer or child in care has contracted a contagious illness. When a child is showing signs of being ill at the program, notifications will be made in order of preference as listed on the child information card. The ill child will be provided a spot to rest, away from the other children until he/she can be picked up.

Volunteers and staff members who are ill will be sent home and substitutes will be called as necessary. See Health Policy.

Incidents:

Incidents include but are not limited to: a child left unsupervised, a fire, physical discipline of a child by staff or volunteer, or alleged sexual contact. Incidents require an immediate notification of parent/guardian, administrator of the program and a verbal report to DHHS within 24 hours.

HEALTH POLICY

Physical and Immunization:

Each child is required to have a current physical form on file within 30 days of a child beginning the program and a current immunization record or waiver on file.

To protect all our children and staff, students who show signs of contagious conditions may be examined by the school nurse as a precaution. If concerns arise, you may be contacted and asked to have your child's doctor diagnose the condition. The child may return to class with a doctor's note stating they are not contagious or a health risk to others.

When to keep your child home:

- **Vomiting and/or diarrhea** within the past 24 hours.
- **Fever of 100 degrees** within the past 24 hours.
- **Strep throat, Scabies, Scarlet Fever, Conjunctivitis ("pink eye"), Meningitis, Hand Foot and Mouth Disease and/or other communicable diseases:** Ask your physician for his/her recommendation. Children must have 24 hours of medicinal treatment prior to returning.
- **Chicken Pox:** after the sores have dried up (scabs are no longer oozing).
- **Colds, influenza and/or other viral infections:** Ask your physician and/or use your best judgment. Consider the following: Is your child feeling up to attending? Will his/her being there present any danger of spreading infection to others? Will being there cause his/her illness to get worse?

Blood/Bodily Fluids

We have special policies to follow when a child has been bleeding or has any bodily fluids on his/her clothing. ***Bodily fluids are vomit, diarrhea, and blood.* Michigan law requires that a child that has bodily fluids on his/her clothing cannot be exposed to other children.

Our procedure for handling blood and bodily fluids is as follows:

Gloves are put on before making contact with bodily fluids during care and all cleaning procedures.

Additionally, masks may be worn.

- Disposable gloves will be discarded after a single use in accordance with disposal procedures.
- Hands will be washed in soap and water after handling fluids and contaminated articles even though gloves are worn.
- Discarded items, including disposable gloves, paper towels, sanitary napkins/tampons, used bandages and dressings will be placed in a plastic trash container which is kept closed and is discarded daily.
- Disposable items will be used to handle body fluids whenever possible or practical.
- Paper towels will be used to pick up and discard any solid waste materials, e.g., vomit, feces.

Coughing & Sneezing:

Children are taught the proper way to cough/sneeze to avoid the spread of germs. Following are two ways to cover a cough (or sneeze):

- Cough into a tissue and throw it away.
- Cough into your upper sleeve or elbow.

If you have a tissue, cough into the tissue, throw it away and wash your hands. If you don't have a tissue, then cough into a sleeve (at the elbow). By using either of these methods, you can reduce the spread of germs and help stop the spread of infectious diseases.

Controlling Infection, Including Universal Precautions:

All staff will receive Bloodborne Pathogens training within 2 weeks of being hired. Emergency rules and procedures, as well as CPR and First Aid will be reviewed annually by all staff.

Sanitizing Equipment:

All tableware, utensils, food contact surfaces, and food service equipment shall be thoroughly washed, rinsed, and sanitized **after each use** with an approved sanitizing solution. Children's toys and equipment will be sanitized regularly to adhere to Child Care Center Licensing Rules and Regulations.

GSRP ensures that **all toys** are sanitized using the 3-Step Sanitizing Process (outlined below) a minimum of 1 time every three weeks. When a child mouths a toy, or touches a toy after coughing or sneezing, the toy is put into a Dirty Toy bucket. All toys in the bucket are sanitized at the end of the day and returned to the classroom.

In addition to the tri-weekly complete sanitizing process, toys are sprayed with an approved sanitizing solution and allowed to air dry at the end of every day.

Three Step Sanitizing Process:

- Step 1 – Soapy Water** (Using soapy water, wash surface vigorously)
(Must be dumped and refilled daily)
- Step 2 – Clear Water** (Rinse surface with clear water and wipe with paper towel)
(Must be dumped and refilled daily)
- Step 3 – Sanitize with a sanitizing solution.** Allow to air dry when possible.
(Must be dumped and refilled daily)

HAND WASHING

Hand washing is a vital tool in preventing the spread of bacteria and viruses that can cause infections and illness. Proper hand washing by students and staff is necessary to control the spread of germs.

Students and staff are required to wash their hands before, during and after food handling; after coughing, sneezing, or using a tissue; before and after eating or drinking; after handling animals; and after using the toilet room. **Our hand washing procedure is as follows:**

- Use soap and warm running water. Soap suspends easily removable soil and microorganisms, allowing them to be washed off.
- Rub hands together for approximately 20 seconds to work up a lather.
- Scrub between fingers, knuckles, backs of hands, and nails.
- Rinse hands under warm running water. Running water is necessary to carry away debris and dirt.
- Use paper towels to thoroughly dry your hands.
- Discard paper towels.

Medication Procedures

- Medication, prescription or nonprescription, must be given by a staff member or school nurse only.
- A child care staff member shall give or apply medication, prescription or nonprescription, only with a signed Battle Creek Public Schools Medication Administration Authorization form from the prescribing doctor.
 - All medication must be in its original container, stored according to instructions, and clearly labeled for a named child, including all non prescription topical medications
 - Prescription medication must have the pharmacy label indicating the physician's name, child's first and last name, instructions, name and strength of the medication, and must be given according to those instructions.

- All medication will be kept out of the reach of children and be returned to the child's parent when the parent determines it is no longer needed or it has expired.
- A staff member or nurse shall give or apply any prescription or nonprescription medication according to the directions on the original container, unless otherwise authorized by a written order of the child's physician.
- A staff member shall not add medication to a child's beverage, or food unless indicated on the prescription label.
 - If this is the case, food and beverage must be monitored so that no other children access it.
- Topical non-prescription medication, including but not limited to diapering cream, triple antibiotic, sunscreen, and insect repellent, requires written parental authorization annually.
- GSRP staff shall maintain a record as to the time and the amount of medication given or applied, with the exception of topical non-prescription medications listed above. One form per medication is required. The signature of the child care staff member administering the medication must be included.

ADDITIONAL HEALTH RESOURCES

For additional resources regarding health information and training in our community, please contact the American Red Cross located at 182 Capital Ave. N.E., Battle Creek, MI., phone number: (269) 962-7528 or the Calhoun County Health Department located at 190 E. Michigan Ave., Battle Creek, MI., phone number: (269) 969-6384.

EMERGENCY PROCEDURES

There is an emergency plan in the event of an earthquake, fire, natural disaster, bomb threat and other imminent threat. Teachers have been trained to execute plans to keep students safe. If there is a major disaster, children will be cared for in school if it is safe or moved to another location if directed to do so. Parents are asked to pick up their children as soon as possible and to please limit phone calls. Although we know you will be concerned about your child, we need to be free to take care of all children and the phone lines will need to be kept free for emergency use.

All GSRP classrooms have first aid supplies and other supplies on hand if children need to remain in the classroom for an extended period of time. Sign out procedures will be followed. If you send another adult to pick up your child, they must be on your child's emergency list. We have drills to keep staff and children prepared for an emergency. Children participate in fire and tornado drills, as well as lock down drills. Teachers are certified in CPR and First Aid and all classrooms are equipped with smoke detectors.

FIRE	Severe Weather	Medical Emergency
1. Sound alarm	1. Signal will be given	1. Determine severity of emergency or injury
2. Report fire to office	2. Students shall proceed to designated areas, sitting, away from glass, with hands covering their heads	2. Contact 911 per school policy
3. Close all window and doors to contain fire		3. Administer First Aid as trained/certified with consideration for Personal Protective Equipment (PPE)
4. Evacuate building, take student roster folder	3. Teachers close classroom doors after students exit into hallways	

<p>5. Move to designated area</p> <p>6. Take attendance and advise the office of any missing students</p> <p>7. Move to alternate site when instructed</p>	<p>4. Quiet is extremely important so directions may be called down the hallway</p> <p>5. Verify attendance</p> <p>6. The all-clear signal will be a P.A. announcement or verbal announcement in the hallway</p>	<p>4. Contact Office per school policy</p> <p>5. Review patient's emergency card for special medical conditions; inform emergency services</p> <p>6. Office staff will help direct emergency vehicles and personnel</p> <p>7. Other available staff will help to keep designated area clear</p>
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EMERGENCY EVACUATION PLAN

Evacuation routes/exits:	<ul style="list-style-type: none"> ● Routes/exits will be posted in the classroom ● Parents will be provided with the evacuation site information
Emergency Supplies:	<ul style="list-style-type: none"> ● Emergency kits with student emergency contact information, medication and a first aid kit will be taken when possible ● Ensure accommodations for any identified special needs children are in place
Safety Protocol:	<ul style="list-style-type: none"> ● 911 called ● Children and staff evacuate in an orderly fashion and walk to the designated evacuation site <p>Once all children are safely evacuated:</p> <ul style="list-style-type: none"> ● Head count ● Wellness check ● Determine if parents need to pick-up their children
Notification:	Parents will be notified by telephone, mass robocall, text and/or email of the evacuation and further steps to be taken once the immediate threat has passed
Evacuation:	Students will be taken by foot or bus in a swift and orderly fashion to the school's designated evacuation site
Parent Reunification:	Children will be released to parents as soon as it is safe to do so. Parents or designee will sign the child out with name, date and time. If parents cannot retrieve their children from the evacuation site they will be transported through district transportation for reunification.
Release:	Children will only be released to contacts listed on the child's form with proper identification

KINDERGARTEN TRANSITION PLAN

BCPS Transition Activities

Connect to Kindergarten Activities

February- May

To provide an opportunity for kindergarten parents to register students early, learn about the school and participate with their child in kindergarten activities that will create an excitement and connection to the elementary school the child will attend. Connect activities also provide an opportunity for undecided parents to visit and engage with many of the schools while making a “best fit” choice.

Paraprofessionals in each classroom support parents in completing the enrollment process.

Kindergarten Summer Program (6 weeks in summer)

The Kindergarten Success Program provides six weeks of full day learning to enhance the literacy, math and readiness and provide an opportunity for rising kindergarten students to get academic and enrichment activities to reduce summer slide between preschool and kindergarten or to provide a preschool experience for those with no preschool experience.

Preschool Key Developmental Indicators (KDIs)

Within the HighScope eight content areas, listed below, are 58 key developmental indicators (KDIs) that define important learning goals for young children.

Each KDI is a statement that identifies an observable child behavior, reflecting knowledge and skills in areas such as, language and literacy, math, creative arts, and physical development. HighScope teachers keep these indicators in mind when they set up the learning environment and plan activities.

HighScope Preschool Curriculum Content — Key Developmental Indicators

A. Approaches to Learning

1. **Initiative:** Children demonstrate initiative as they explore their world.
2. **Planning:** Children make plans and follow through on their intentions.
3. **Engagement:** Children focus on activities that interest them.
4. **Problem solving:** Children solve problems encountered in play.
5. **Use of resources:** Children gather information and formulate ideas about their world.
6. **Reflection:** Children reflect on their experiences.

B. Social and Emotional Development

7. **Self-identity:** Children have a positive self-identity.
8. **Sense of competence:** Children feel they are competent.
9. **Emotions:** Children recognize, label, and regulate their feelings.
10. **Empathy:** Children demonstrate empathy toward others.
11. **Community:** Children participate in the community of the classroom.
12. **Building relationships:** Children build relationships with other children and adults.
13. **Cooperative play:** Children engage in cooperative play.
14. **Moral development:** Children develop an internal sense of right and wrong.
15. **Conflict resolution:** Children resolve social conflicts.

C. Physical Development and Health

16. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
17. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
18. **Body awareness:** Children know about their bodies and how to navigate them in space.
19. **Personal care:** Children carry out personal care routines on their own.

20. **Healthy behavior:** Children engage in healthy practices.

D. Language, Literacy, and Communication¹

21. **Comprehension:** Children understand language.
22. **Speaking:** Children express themselves using language.
23. **Vocabulary:** Children understand and use a variety of words and phrases.
24. **Phonological awareness:** Children identify distinct sounds in spoken language.
25. **Alphabetic knowledge:** Children identify letter names and their sounds.
26. **Reading:** Children read for pleasure and information.
27. **Concepts about print:** Children demonstrate knowledge about environmental print.
28. **Book knowledge:** Children demonstrate knowledge about books.
29. **Writing:** Children write for many different purposes.
30. **English language learning:** (If applicable) Children use English and their home language(s) (including sign language).

E. Mathematics

31. **Number words and symbols:** Children recognize and use number words and symbols.
32. **Counting:** Children count things.
33. **Part-whole relationships:** Children combine and separate quantities of objects.
34. **Shapes:** Children identify, name, and describe shapes.
35. **Spatial awareness:** Children recognize spatial relationships among people and objects.
36. **Measuring:** Children measure to describe, compare, and order things.
37. **Unit:** Children understand and use the concept of unit.
38. **Patterns:** Children identify, describe, copy, complete, and create patterns.
39. **Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

F. Creative Arts

40. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
41. **Music:** Children express and represent what they observe, think, imagine, and feel through music.
42. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
43. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
44. **Appreciating the arts:** Children appreciate the creative arts.

G. Science and Technology

45. **Observing:** Children observe the materials and processes in their environment.
46. **Classifying:** Children classify materials, actions, people, and events.
47. **Experimenting:** Children experiment to test their ideas.
48. **Predicting:** Children predict what they expect will happen.
49. **Drawing conclusions:** Children draw conclusions based on their experiences and observations.
50. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
51. **Natural and physical world:** Children gather knowledge about the natural and physical world.
52. **Tools and technology:** Children explore and use tools and technology.

H. Social Studies

53. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.
54. **Community roles:** Children recognize that people have different roles and functions in the community.
55. **Decision making:** Children participate in making classroom decisions.
56. **Geography:** Children recognize and interpret features and locations in their environment.
57. **History:** Children understand the past, present, and future.
58. **Ecology:** Children understand the importance of taking care of their environment.

BCPS GSRP Staff Training Plan

Annual Training

All staff includes: lead teachers, assistant teachers and caregivers and substitute teachers

Orientation: All staff (new/returning) will be required to complete a program orientation and review prior to contact with students. The orientation will review center policies and licensing regulations. The orientation will be held annually during the teachers' training week and as needed throughout the year to onboard new employees before contact with children. The following topics will be included in training and occur **before** the first day of student contact.

- Administration of medication
- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety
- Emergency preparedness and response planning
- Handling and storage of hazardous materials and appropriate disposal of bio-contaminants
- Precaution in transporting children; if applicable
- Child development

1. **CPR/First-** All GSRP staff will be trained in Adult and Pediatric CPR and First Aid, annually (alternating years full training /refresher training). If staff is hired after the fall training date they will be trained the next fall pending there is at least 50% of staff members on-site certified. lead teacher/ program Directors will be trained at time of appointment
2. **Bloodborne Pathogen-** All GSRP staff will complete the Bloodborne Pathogen Training prior to contact with students. The plan shall include the exposure control plan. Bloodborne Pathogen Training will be completed biannually by all staff.
3. **Health and Safety Courses** All GSRP staff will complete the **Health and Safety Training for Licensed Child Care Providers Course A, B and C** upon hiring. The topics that are required prior to working with children are all included in Module A.
 - a. Returning staff will complete the **Michigan Ongoing Health and Safety Training Refresher** annually **before** the first student day or contact with children. Courses include:
 - b. prevention of shaken baby syndrome, abusive head trauma and child maltreatment, and recognition
 - c. prevention and control of infectious disease training, including immunizations **BEFORE** unsupervised contact with children.

4 . Child Abuse and Neglect Reporting Procedures All GSRP staff will be trained on CPS reporting procedures and mandated reporting guidelines **annually** the teachers' training week and as needed throughout the year to onboard new employees **before** contact with children.

5. Disaster/Emergency Procedures All GSRP staff will be trained at least twice a year in Fall and Spring on emergency evacuation procedures for the district and for each assigned site.

Professional Development- All GSRP staff will complete a minimum of 20 clock hours of training for licensing to include but not limited to topics related to:

- a. Child Development and learning
- b. Health and Safety refreshers and emergency procedures
- a. Family and community collaboration
- b. Program management
- c. Teaching and Learning
- d. Observation, documentation and assessment
- e. Interactions and guidance
- f. Child Care Administrative Rules (licensing)

Documentation

Training records BCAL 4591 will be kept up to date and filed along with the MiRegistry Training Record and EDustaff Training certificate (if relevant) in both classroom files and program files in the Early Childhood Office.

INTEGRATED PEST MANAGEMENT PLAN

The administration of Battle Creek Public Schools is committed to providing a safe environment for the children in our care. In accordance with Michigan Compiled Laws (MCL) 324.8316, Battle Creek Public Schools will implement and practice Integrated Pest Management (IPM) to manage pests in the building and on the grounds to minimize the exposure of pests and pesticides to children and staff.

1. Pesticide Use and Storage –

- a. Regularly scheduled applications of pesticides are NOT permitted.
- b. Storage of pesticides in the classrooms is NOT permitted and all pesticides on the premises will be stored out of reach of children.
- c. Staff is prohibited from bringing pesticides into the facility (no residential or any other pesticides allowed).
- d. Only certified pesticide applicators or registered technicians that have working knowledge of IPM principles and practices may apply pesticides.
- e. Pesticides will not be applied when children are present at the facility. Toys and other items mouthed or handled by the children will be removed from the area before pesticides are applied. Children may only return to the treated area after four hours of a pesticide application or as specified on the pesticide label, whichever time is greater. In the event of an emergency where pests pose an immediate health threat to children and staff (e.g. wasps) and pesticides are applied, ensure that children will not return to the treated area within four hours of a pesticide application or as specified on the pesticide label, whichever time is greater.

2. Notification

- a. An annual notification will be given to parents at the start of the program.

- b. Two methods of advance notification of a pesticide application at the school will be given to parents and staff at least 48 hours prior to the application. Notification will include the pest being treated, the type of pesticide being used and the date of treatment.
 - i. Notification will be posted at all the school entrances
 - ii. The second method of notification may include, email, automated phone caller, letters sent home with students, the district website.
- c. Parents who request more advance notice must complete the advance notice request form at the beginning of the school year. Notification will be delivered via U.S. mail three days prior to the application of pesticides.

Contact the National Pesticide Information Center (NPIC) at 1-800-858-7378 or npic@ace.orst.edu
Poison Control Centers 24 hours, 7 days a week. 1-800-222-1222

Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP)
LETTER TO PARENTS

Dear Participant/Parent-Guardian:

This letter is intended for adults/parents or parents/guardians of participants enrolled in a day care center. Battle Creek Public Schools offers healthy meals to all enrolled participants as part of our participation in the U.S. Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP). The CACFP provides reimbursements for healthy meals and snacks served to participants enrolled in care. Please help us comply with the requirements of the CACFP by completing the attached Household Income Eligibility Statement (HIES). In addition, by filling out this form, we will be able to determine eligibility for free or reduced price meals.

1. Do I need to fill out a HIES for each participant enrolled in care? You may complete and submit one CACFP Household Income Eligibility Statement for all participants enrolled in day care in your household only if those in day care are enrolled in the same center. We cannot approve a form that is not complete, so be sure to read the instructions carefully and fill out all required information. Return the completed form to: [BCPS - Early Childhood Office, 3 W Van Buren St, Battle Creek MI 49017, 269-965-9480].

2. Which adult and childcare institutions can receive free meal reimbursement without providing household income information? Adults receiving Medicaid, Supplemental Security Income (SSI), Food Assistance Program (FAP) Family Independence Program (FIP), or Food Distribution Program on Indian Reservations (FDPIR) are eligible for free meals. Children in households receiving FAP, FIP, or FDPIR can get free meals. Foster children and children enrolled in Head Start Programs are also eligible for free meals.

3. Who can get reduced price meals? You may get low-cost meals if your household's income is within the reduced-price limits on the federal income eligibility guidelines, effective July 1, 2023, until June 30, 2024, shown below:

Family Size	Yearly Income	Monthly Income	Weekly
1	\$26,973	\$2248	\$ 519
2	\$36,482	\$3,041	\$ 702
3	\$45,991	\$3,833	\$ 885
4	\$55,500	\$4,625	\$ 1068
For each additional family member add:	\$9,509	\$793	\$ 183

Refer to the Instructions for Participants/Parents/Guardians Household Income Eligibility Statement on how to complete the HIES. Find the category that most closely defines your household and follow the directions for completing each part of the HIES. If your household income is greater than the levels shown on the above CACFP income guidelines, it is not necessary for you to complete the HIES form. Families with Children: Your family may be eligible to receive health insurance, called MIChild, through the State of Michigan. MIChild is a health insurance program for uninsured children of Michigan’s working families.

To determine if your family is eligible, call 1-888-988-6300 for an application or access an online application at the MI Child website (www.michigan.gov/michild). You can also access the MIChild brochure that briefly explains the insurance program. Your family may be eligible to receive Women, Infants & Children (WIC), a health and nutrition program, that has demonstrated a positive effect on pregnancy outcomes, child growth and development.

To determine eligibility, call 1-800-26-BIRTH or access online information at Women, Infants, & Children (WIC) website (<http://www.michigan.gov/wic>) to learn about WIC and locate a local WIC agency.

4. May I fill out a form if someone in my household is not a U.S. citizen? Yes. Participants and family members do not have to be U.S. citizens to qualify for meal benefits offered at the center.

5. Who should I include as members of my household? You must include all people in your household (such as grandparents, other relatives, or friends who live with you). You must include yourself and all children who live with you. You also may include foster children who live with you.

6. How do I report income information and changes in employment status? The income you report must be the total gross income listed by source for each household member and the frequency the income is received. If recent income does not accurately reflect your circumstances, you may provide a projection of your income. If no significant change has occurred, you may use last month’s income as a basis to make this projection. If your household’s income is equal to or less than the amounts indicated for your household’s size on the federal income eligibility guidelines listed above, the family day care home will receive a higher level of reimbursement. Once properly approved for the higher reimbursement rate, whether through income or by providing a current FAP, FIP, FDPIR case number, or listing the name of other categorically eligible programs, you will remain eligible for those benefits for

12 months. You should, however, notify us if you or someone in your household becomes unemployed and the loss of income unemployment causes your household income to be within the eligibility standards.

7. What if my income is not always the same? List the amount that you normally receive. For example, if you normally receive \$1,000 every two weeks, but you missed some work in the last two weeks and only received \$900, put down that you receive \$1,000 per every two weeks. If you normally receive overtime, include it, but not if you only receive it sometimes.

8. What if I have foster children? Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income. Households may include foster children on the HIES but are not required to include payments received for the foster child as income.

9. We are in the military. Do we include our housing and supplemental allowances as income? If your housing is part of the Military Housing Privatization Initiative and you receive the Family Subsistence Supplemental Allowance, do not include these allowances as income. Also, regarding deployed service members, only that portion of a deployed service member's income made available by them or on their behalf to the household will be counted as income to the household. Combat Pay, including Deployment Extension Incentive Pay (DEIP), is also excluded and will not be counted as income to the household. All other allowances must be included in your gross income.

In the operation of child feeding programs, the U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you have other questions or need help, call [269-965-9480].

**Sincerely,
BCPS GSRP Program**

USDA Nondiscrimination Statement In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Program Discrimination Complaint Form, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; or fax: (833) 256-1665 or (202) 690-7442; or email: program.intake@usda.gov This institution is an equal opportunity provider. USDA Civil Rights Complaint Link: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>
