

Dollar Bay Preschool



Great Start Readiness Program Parent Handbook 2024-2025

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Welcome

Welcome to the Dollar Bay Great Start to Readiness Program (GSRP) preschool classroom! This handbook is intended to provide parents with important information about our program. It is hoped that the information in this handbook will be helpful in developing an understanding which will lead to a happy and successful preschool experience for both families and children. If there are any questions or concerns regarding the content, please address them with your child's teachers.

Mission Statement

The mission of the Dollar Bay Preschool GSRP Program is to provide a nurturing, developmentally appropriate environment that promotes individual growth, as well as a positive self-image and a love of learning.

Program Philosophy

The Dollar Bay GSRP Pre-K program cultivates a warm and nurturing environment that provides learning to the whole child. Through hands-on activities, children are encouraged to take risks while developing cognitive, social, emotional and physical growth. Our program values the power of play and scaffolds learning through questioning and exploration. With the support of parents, teachers and the community, children will build their knowledge and confidence to become successful, responsible, and kind human beings.

What is the Great Start Readiness Program (GSRP)?

The GSRP is Michigan's state-funded preschool program for four-year-old children with factors which may place them at risk for low educational attainment. The program is administered by the Michigan Department of Lifelong Education, Advancement, and Potential, hereby referenced as MiLEAP. 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 strengthen learning at home and strengthen positive child outcomes, programs must provide for active and continuous involvement of parents in the learning process. Depending on income level, parents may be required to pay tuition, but parents are never charged additional fees for program elements such as transportation or meal service. Through advisory committees, parents assist to evaluate and make recommendations about the program.

Student Eligibility and Prioritization

Children must be four years old (but not yet 5) on or before September 1st of the school year and meet [program eligibility factors](#) identified by MiLEAP.

These program eligibility factors include:

- Low income
- Diagnosed disability or identified developmental delay
- Severe or challenging behavior
- Primary home language other than English
- Parent/guardian with low educational attainment
- Abuse/neglect of child or parent

- Environmental risk such as: parental loss, sibling issues, teen parent, homeless or non-stable housing, high risk neighborhood or prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays.

Students will not be accepted into the Dollar Bay GSRP Pre-K until the State of Michigan releases funding in Early to Mid-August. At that time any student whose family falls at or below the Federal Poverty Level (FPL) guideline will be considered for enrollment. The FPL for the 2024-2025 school year is 400%.

Students whose family's total income falls below the 130% FPL guideline will be referred to BHK for their Head Start Program. If accepted into both programs, families will need to make a choice by a given deadline each year. Until a decision is made, students eligible for Head Start will have a seat held open in the Dollar Bay GSRP Pre-K Program.

Priority for enrollment must be given to four-year-old children, regardless of income, before enrolling children with birthdates after September 1. Children who will turn 4 years of age between September 2 and December 1 MAY NOT be enrolled before September 2. These children may be enrolled if all eligible four-year-old children have been enrolled, there are no children on the waiting list, and there are additional vacancies within GSRP classrooms. The local prioritization process regarding income bracket and eligibility factors should also be applied to these children. Families are required to sign a form confirming their intent to send their child to kindergarten the following school year.

Tuition

Families will not be charged tuition or any other additional fees during GSRP hours. Tuition may be charged to families in the event that the Dollar Bay GSRP Pre-K Program offers before and/or after school care.

Enrollment and Withdrawal

Enrollment of students will be based on availability of an opening in the class. A wait list of eligible students will be maintained, and openings will be filled based on eligibility factors, and the order in which they were received.

- No child will be discriminated against because of race, national origin, sex, or disability.
- Families who reside within Houghton County will be given priority.
- All required forms must be completed and signed before a child may attend the program. Parents must agree to keep all information updated, as necessary.
- This Child Information Record will need to be filled out prior to the start of the school year:
 - https://www.michigan.gov/documents/lara/lara_BCAL_3731_Child_Information_Record_062315_492679_7.pdf
- A Health Appraisal form must be submitted within 30 days of initial attendance. Please be sure that this form is signed and dated by your child's physician, and that the activity restrictions section is complete.
 - https://www.michigan.gov/documents/dhs/BCAL-3305_09_10_336837_7.pdf
 - Failure to comply with immunization standards will result in the termination of your child from our program (Immunization record must be on file for child to begin).
 - Licensing requires that ALL sections of all forms be filled in.

Please notify the Dollar Bay Preschool office in writing if **withdrawing** your child from our program. The notification of withdrawal period is one day from your child's last day. An email is an acceptable way to notify us in writing.

Confidentiality Policy

The information presented to the Dollar Bay Preschool Great Start to Readiness Program will remain confidential and not be disclosed to parties other than our GSRP staff members and MiLEAP without written consent from the family. Families will be asked to sign a release of information at the end of the school year allowing our GSRP program to share children's records with his or her next school.

Schedule of Operation

The GSRP classroom follows the Dollar Bay-Tamarack City Area Schools year-long calendar for holidays, closings, and in-services. (See Appendix 1 for the school calendar.)

The Dollar Bay GSRP program is offered Monday-Thursday from 8:25 a.m.-3:30 p.m.

The preschool classroom door opens at 8:21 a.m. when the bell rings.

Inclement weather, power outages, or other unforeseen circumstances may require that school be closed.

Daily Routine

8:30 Morning Choices
8:45 Morning Greeting
9:00 Breakfast
9:30 Small Group
9:50 Large Group
10:15 Outside Time
11:00 Snack
11:15 Planning Time
11:25 Work Time
12:25 Recall Time
12:45 Lunch
1:30 Read Aloud
2:00 Rest Time
3:30 Dismissal

Large Group Time

At Large Group Time, the whole group of children and adults gather for playing games, making up and singing songs, learning dances, or playing musical instruments. Large Group Time provides an opportunity for children to participate in a large group, sharing and demonstrating their ideas and trying out and imitating the ideas of others. They can sometimes be leaders and other times followers. This provides an opportunity for children to learn the social skills of imitation, turn taking, listening to others, and group effort. Adults assist children during Large Group Time by sitting near them, making sure they understand how they can participate, and encouraging them to share their own ideas with a larger group.

Small Group Time

During Small Group Time, the adults meet with small groups of children to work on the activities planned by the team and to provide some of the key experiences of cognitive growth. Adults plan Small Group activities around the interests and abilities of the children, allowing for individual ideas and

differences. They use this time to observe children, expose them to new materials, and give them a chance to find new ways of using materials they already know.

Planning Time

At Planning Time, adults and children meet to talk about what each child wants to do and how the child might go about doing it. Children decide for themselves how they will use their work time and the adult encourages the child to say or demonstrate what they would like to do. The adult helps them learn how to identify choices for themselves. Children who plan for themselves see that they can make things happen. They begin to view themselves as people who can decide and who can act on their own decisions.

Work Time

Work Time is the heart of the preschool day. The children may use the entire classroom to explore, learn new skills, try out ideas, and put together what they know in ways that make sense to them. Adults move among the children, observing and helping as needed. During Work Time, a child and adult may work together on various skills such as fine/gross motor activities or identifying numbers, colors, and shapes.

Clean-Up Time

During Clean-Up, children put away the toys and materials they have been using. As they sort, pile, stack, empty, and fit together materials as they clean up, they learn where things go and that similar things go together. Adults assist children during Clean-Up by encouraging them to clean up throughout Work Time. Adults warn the children toward the end of Work Time that Clean-Up time will begin in a few minutes. This gives the children a clear and consistent signal that Clean-Up has begun and defines specific tasks for those who are having difficulty understanding what constitutes Clean-Up activities.

Recall Time

Recall Time gives children the opportunity to remember and represent what they did during Work Time. By looking back at what they have done, children can start to see the relationship between their plans and their activities and can develop more awareness of their own actions and ideas. In the process of recalling, children attach language to their actions. Talking about, recalling, and representing their actions help children evaluate and learn from their experiences. Recalling in a small group helps them get ideas from each other about things they might like to try.

Rest Time

As a state licensed program, we are required to have a quiet/rest time of up to one hour. Children assist in getting their rest area set up (mat and blanket put in place). All children will be asked to rest on a nap mat for at least 30 min. After 30 min children may look at books or use other quiet toys. Staff will help children transition out of rest time by turning on lights, opening blinds, gently touching them, and engaging in quiet conversation. The program will provide mats, but it is the responsibility of the family to provide a crib-size blanket. Blankets will be sent home weekly for cleaning. You may also wish to provide a small pillow. Please remember to label all materials sent to the classroom.

Outside Time

Outside Time is when children can run, jump, skip, climb, slide, race, hide, and dig. Aside from the obvious advantages to their health and well-being, the main rationale for Outside Time is that it enables children to try out Work Time ideas and discoveries outside the classroom. Outside Time is less constricted and intense than Work Time. Quiet children can open up, talking and working with other

children more freely than they do inside. As they play, adults talk with children about what they're doing and help them solve problems.

Curriculum

In HighScope's® vision of preschool education, children are doers and problem solvers, and adults are partners who share in children's discoveries and gently guide their learning. Through active participatory learning, young children find out how the world works through their own direct experience with people, objects, materials, events, and ideas. The HighScope® Preschool Curriculum is built around 58 developmental milestones called *key developmental indicators* (KDIs) in 8 curriculum content areas that are closely aligned with state and professional standards. The KDIs define *what* we teach; the *hows* are provided by our teaching practices for the classroom learning environment, daily routine, and adult-child interaction. More information about the High Scope curriculum can be found at www.highscope.org.

ASQ Screening and Ongoing Child Assessment

Upon parent consent during the initial home visit, teachers will complete the Ages and Stages Questionnaire, 3rd Edition (ASQ-3) developmental screener. The ASQ-3 relies on parents as experts to create a snapshot of children's abilities in large and small muscle coordination, perception, language, cognitive development, emotional development, and behavior. For many families, screening provides the assurance that their child is "on track" for achieving typical developmental outcomes, and can provide the first indication of concern.

The Dollar Bay GSRP Pre-K utilizes High Scope's child assessment tool known as the Child Observation Record (COR). The Preschool COR is an observation-based instrument that provides systematic assessment of young children's knowledge and abilities in all of the following 9 areas of development:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, & Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies
- English Language Learners (Optional)

COR Advantage helps teachers capture and analyze each day's play-based learning and then translate it into positive child outcomes through targeted, individualized instruction. Children's anecdotes are entered into the COR Advantage system and scored using valid and reliable measures. The collected data are reviewed by teaching staff, and drives purposeful and intentional teaching practices.

Teaching staff will share individual developmental profiles with parents by exchanging information to support children's learning and development at home and at school. This is done both formally through conferences and home visits, and informally during drop-off and pick up times, e-mail, texts, or any other method preferable by parents.

Teachers will schedule two (2) parent conferences per year to share information on child progress.

Teachers will partner with parents to explore ideas or activities that will support continued growth and development.

Intervention and Referral Policy

We strive to meet the individual needs of all children in the program and believe in the Parents as Partners approach to ensuring that children reach their maximum potential. When data suggest a potential delay, teachers will communicate the results with families and work together to make a plan for early intervention. This plan may include teacher-parent goal setting, aligned plans between school and home and frequent progress monitoring.

Screening scores, observations, parent concerns, or reports from doctors or other specialists may result in a concern about the child's development or functioning.

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

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents, teachers, 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 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 a child is already receiving Special Education services for a disability, the GSRP staff will join the IEP team and support the IEP goals in the classroom. All Special Education services will be provided in the preschool environment, as determined by the IEP team and family. We will maintain a high level of confidentiality in regards to students with special needs, and work to ensure all children with disabilities feel respected, safe, supported, and protected.

For information about referring your child for a developmental evaluation, navigate to:

https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM2/SE_Process_FactSheet.pdf?rev=451cbfac348f420e803cfba5ac21bc10

Individuals with Disabilities

The Dollar Bay GSRP Pre-K staff is dedicated to assisting families with disabilities. Accommodations will be provided to families that have individual needs in communicating with staff. The Dollar Bay GSRP Pre-K will partner with the Copper Country Intermediate School District to accommodate families that need additional support. The Dollar Bay GSRP Pre-K facility is handicap accessible and all areas are able to be accessed by individuals with physical impairments.

The Dollar Bay GSRP Pre-K staff with disabilities will receive all accommodations that may be necessary in carrying out their job duties. A staff plan will be created on a case by case basis based on the disability of the staff member.

Local Community Resources

Families may 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. In addition to the following websites, families and staff can also call

2-1-1 for information and referral services to mental/physical health, human, and social service organizations.

Upper Hand Health & Community Resources: <https://upresources.org/>

Upper Peninsula Community Resources: <https://www.upcommunityresources.com>

Family Engagement

Home Visits

In addition to the two parent-teacher conferences, the **GSRP program requires that teachers visit your home twice each year**. These visits will take place in the fall and in the spring. The goal of the home visit is to enhance your child's education by providing individualized time with each family. Each home visit will be scheduled in advance. Home visits are intended to build relationships and to provide a supportive environment for children and families.

Parent Involvement

Children who have strong and positive connections between family, school, and community are successful in school and in life. Parent involvement in the learning process strengthens learning at home and is linked to positive child outcomes. Parents are always welcome and encouraged to participate at the level they are most comfortable.

We encourage parents to be involved by:

- Donating materials
- Volunteering in the classroom (reading books, interacting in play, helping at small group or clean-up time)
- Joining us for family-style meals
- Joining us for field trips
- Sharing skills, talents, and/or cultural practices with the class
- Participate in formal data analysis meetings 3 times per year to analyze program quality, curriculum and child outcome data
- Serving on a local tri-county advisory committee

All volunteers are supervised by paid staff. Volunteers will not be alone with preschool children. The district will perform an [ICCHAT background check](#) on all regular volunteers.

In addition, all volunteers will complete the [Volunteer Screening Statement form](#) (abuse/neglect form), stating that the individual is aware that abuse and neglect of children is against the law, the individual has been informed of the center's policies on child abuse and neglect, and the individual knows that all staff and volunteers are required by law to immediately report suspected abuse and neglect to children's protective services.

School Readiness Advisory Committee

Parents are invited to be part of the region-wide advisory committee that supports kindergarten readiness efforts and school age success through 3rd grade. The committee is responsible for reviewing and making recommendations regarding the program components listed below:

- Partnership with the local Great Start Collaborative (GSC), Regional Resource Center, and others to build the capacity of local community agencies to promote school readiness.
- Collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds
- Curriculum alignment among programs

- Nutritional services utilizing federal, state and local food program support as applicable
- Health and developmental screening process
- Referrals to community social service agencies, as appropriate
- Parent involvement
- Collect and review Child Outcome data for continuous improvement efforts
- Review annual state funding and guidance
- Transition into preschool or kindergarten

This group meets three to four times per year and consists of teachers, parents, administrators, community partners, and ISD early childhood staff. The School Readiness Advisory Committee serves as the ISD-wide data analysis committee. **Cash stipends are available to parents who participate.**

Local Parent Advisory Groups

Another opportunity for parent involvement is the local GSRP Parent Advisory Committee with a focus on local considerations, including recruitment/enrollment, CLASS observation results and child outcome data. This committee minimally meets twice each program year. The committee has one parent representative for every 18 children enrolled in the program, with a minimum of two parents or guardians. The local GSRP Parent Advisory Committee also has representation from the GSRP teaching staff and support of other GSRP administration. Parents who would like to be involved with the committee will be offered training and will help shape the future of the GSRP.

Copper Country Family Coalition

Great Start recognizes the importance of getting an early start to prevent unhealthy and unsafe conditions for children so that their future is brighter. Members of the Copper Country Family Coalition voluntarily come together to work collaboratively and raise awareness of the importance of investing in a comprehensive early childhood system. This coalition is engaged in activities such as our School Readiness initiatives, fundraising and sustainability of the Dolly Parton Imagination Library and Preschool Scholarship, and many other activities that promote children and families in our communities. Parents who would like to be involved with the committee will be offered training and will help shape the future of the GSRP.

Parent Feedback

Parent feedback is important to us as it helps shape the quality of our program. The Dollar Bay GSRP Pre-K staff may collect verbal or written parent feedback during home visits, parent-teacher conferences, or through surveys throughout the year.

Attendance Policy

In order for the Great Start Readiness Program to maintain a high-quality program, we rely on regular attendance. If it is necessary for your child to be absent, please notify the program director by emailing Alyssa Muljo at muljoa@dbschools.us on the morning of the absence to explain the reason and when you expect your child to return to school.

We are required to document absences to comply with regulations; if we do not hear from you, you may receive a note or phone call asking about your child's absences. **Preschoolers who are absent from class for 10 consecutive school days will be dropped from the program to make space available for a child on the waiting list.**

Quiet/Rest Time

Children will participate in one hour (or less) of daily quiet time or rest time. Soft mats or cots will be provided by the GSRP program. Please send a small lightweight blanket with your child. Children who do not sleep will be provided with quiet activities to work on while others rest.

Social and Emotional Development Policy

The GSRP staff supports children as they begin to understand their behavior choices and learn acceptable ways of interacting with others. The approach we use to address social emotional health in children promotes and encourages self-control, self-direction, self-esteem, and a spirit of cooperation. We foster a caring, nurturing environment where all children feel safe, and we observe and monitor children's social emotional growth in all parts of our daily routine. Negative forms of emotional punishment such as humiliating, shaming, threatening, or depriving will not be used. All forms of corporal punishment are also prohibited in our GSRP program, with the exception of non-severe developmentally appropriate discipline or restraint that may be necessary to prevent a child from harming themselves, other children, or property (Licensing rule # R 400.8140).

Children will not be denied enrollment or be excluded from participating in classroom activities because of the need for specialized instruction, disability, or challenging behavior. Having a plan to address challenging behaviors can decrease suspensions and expulsions and increase a child's ability to safely manage their emotions and behavior. The staff at Dollar Bay GSRP will utilize a proactive approach when working with children with challenging behaviors by partnering with families. Documented observations and effective behavior management strategies will be shared and families will be encouraged to use them at home. When there are consistent behavior expectations across the home and school setting, children will be much more successful in managing their emotions, understanding social cues, and building lasting relationships with peers.

For example, we use a six-step process to resolve social conflicts between children. The steps are:

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas and solutions and choose one together.
6. Be prepared to give follow up support.

We encourage you to help us give children a consistent message by trying to use the 6 steps at home. Please reach out to our GSRP staff for more information.

Child Abuse Policy

The Child Protective Services Act is designed to protect the welfare and best interest of all children. Under the act, our employees are considered Mandated Reporters and are required by law to report any suspicion of abuse or neglect to the appropriate authorities. Our staff attends training on the Child Abuse and Neglect reporting procedures on an annual basis.

Grievance Policy

The Dollar Bay GSRP Pre-K strives to provide a positive nurturing environment for all. Persons should feel free to compliment staff and volunteers directly. At times, concerns may arise. If you have any concerns, please bring them to the attention of your classroom teachers. If you are unable to resolve your concerns through your classroom teachers, the matter should be brought to the school principal or

agency director. Parents can call the Early Childhood Supervisor at the Copper Country Intermediate School District at (906) 482-4250 if concerns are not met satisfactorily. Dollar Bay Preschool will work together with our families to arrive at a suitable resolution for all parties. If you feel that the Dollar Bay Preschool is in violation of a licensing regulation, reports may be made to the Department of Human Services.

Notice of Licensing Notebook

The Dollar Bay GSRP Pre-K program follows the Michigan Administrative Rules for Licensing Child Care Centers. We are required to keep a copy of the licensing notebook in our classroom to include all the licensing inspection and special investigation reports and related corrective action plans for the last five years. This Licensing notebook is available for parent review during regular classroom hours. Licensing inspection reports, special investigation reports, and corrective action plans from at least the past three years are available on the department's child care licensing website at www.michigan.gov/michildcare. (See Appendix 2).

Upon enrollment, our Dollar Bay GSRP Pre-K program will maintain a signed document signifying that each parent received a written information packet, or Parent Handbook (See Appendix 3).

Accident/Injury Policy

The Dollar Bay GSRP Pre-K program prioritizes the safety of our students while in the classroom and during outside play. In the event of an accident or injury, the following procedures will be followed:

For minor injuries such as small cuts, bruises or abrasions:

- The student will be given immediate first aid care by the preschool staff in accordance with their first aid training. Parents will be notified in writing or by phone.

For more serious injuries such as open skin wounds, bloody noses or bumps to the head:

- The Student will be given immediate first aid care by the preschool staff in accordance with their first aid training, and/or transported to the office/school nurse for treatment. The parent will be called immediately to discuss their wishes for continued care.

For major emergencies such as seizure or unconsciousness:

- 911 will be called from the nearest phone. The parent will be notified immediately. Program Serious Accident/Illness Emergency Plan will be followed. A copy of this can be obtained from the Great Start Readiness Program staff.

Classroom teachers and staff will also call our state LARA licensing consultant within 24 hours and turn in the state incident accident form (on website) within 72 hours. The school cannot and will not assume financial responsibility for such medical assistance.

Medication Policy

It is always best to keep children's medications stored safely at home and administered by parents prior to arrival. We understand that there may be special circumstances that prevent this, however. The administration of medication by our GSRP teaching staff will require parents to complete a Request of

Administration of Medication Form authorizing our staff to administer medication to children. Forms are available from your child's teacher.

The authorization to administer medication shall be issued only in compliance with the following conditions:

- 1) All medication must be in its original prescription container, stored according to instructions, and clearly labeled for a named child, including all non-prescription topical medications.
- 2) 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.
- 3) All medication will be kept out of the reach of children and will be returned to the child's parent. Storing medication in children's pockets or backpacks is prohibited.
- 4) Medications will be administered by staff according to the directions on the original container, unless otherwise authorized by a written order of the child's physician.
- 5) Staff will maintain a record as to the amount and frequency in which medication was administered. Staff signature is required.

Child and Staff Illness and Exclusion Policy

Regardless of the precautions taken at home or school, children will become sick during the course of the school year. In order to protect the health and safety of our staff and other students, we may ask that parents keep their children home when the following symptoms are evident:

- Fever (temperature of 100 degrees or more)
 - **Child must be free of fever for 24 hours (without fever reducing medication) to return.**
- Diarrhea or vomiting
 - **Child must be symptom free for 24 hours to return.**
- Discharge or redness of the eyes
- Discharge from the ear
- Green or yellow discharge from the nose
- Persistent or productive cough
- Sore throat
- Skin rash

If a child begins to show observable illness symptoms during the course of the school day, staff may contact parents for transportation home. If unable to reach a parent, the next person(s) on the emergency card will be notified.

In addition to the above bulleted illness symptoms, a child may be excluded from the center when:

- unable to participate comfortably in activities due to illness, or
- When caring for the child compromises the health and safety of other children

A child that is too ill to remain in the group will be placed in a separate area and cared for until the parent arrives.

Please alert your child's teacher of any allergies your child has. You must include allergies on your child's Information Form and Health Appraisal.

If the center becomes aware that a staff member, volunteer, or child in care had contracted a communicable disease, then the center shall notify parents of both of the following:

- 1) The name of the communicable disease

2) The symptoms of the disease

Health Policy and Resources

Aspirus Hospital (906) 337-6500 www.aspirus.org

UP Health System (906) 483-1000 www.portagehealth.org

National Capital Poison Center 1-800-222-1222 www.poison.org

General Health and Wellness American Academy of Pediatrics www.aap.org

Healthy Children www.healthychildren.org

Bright Futures www.brightfutures.org

Nutrition My Plate (USDA) www.choosemyplate.gov

American Dietetic Association www.kidseatright.org

The Dollar Bay GSRP emphasizes the importance of prevention, early intervention and treatment of common childhood illnesses and other health or developmental concerns. Every child enrolled is required to have the necessary immunizations as required by the state vaccine law to attend preschool. Waivers for immunizations on religious or health grounds must be submitted prior to the start of school. Children will not be able to attend without immunization records or waiver form from the Western Upper Peninsula Health Department. A health appraisal form must be completed by a medical professional and submitted within 30 days of school entry. It is through checkups and tests that physicians can identify potential health problems.

Dental Policy and Resources

The Dollar Bay GSRP program teaches children about healthy eating habits and good oral hygiene. Through classroom activities, read-alouds, and general conversation, children learn how to care for their teeth by eating healthy foods and brushing their teeth on a regular basis. Teachers will share information on oral hygiene with families during home visits or parent-teacher conferences. We recommend encouraging healthy dental habits at home. Between ages 3 and 6, teach your child how to brush and floss. Supervise to make sure they reach all their teeth, all sides (front, top and back). Just like adults, kids should brush twice daily for at least two minutes each time, using a pea-sized amount of fluoride toothpaste. Brushing in the morning and evening is usually best. Special picks or pre-threaded flossing tools can make flossing easier for little hands. Make sure your child drinks plenty of plain water. In most communities, water supplies have added fluoride to prevent tooth decay. (Not sure if your tap water has fluoride? Use this [online map](#) to find out.) Watch your child's diet carefully. Cavity-causing bacteria feed on sugary foods and drinks, including ones you might think are healthy, such as fruit juice, baked goods and cereal bars made with honey or molasses.

<https://www.mouthhealthy.org/all-topics-a-z/baby-teeth>

<https://www.mouthhealthy.org/dental-care-concerns>

<https://findadentist.ada.org/>

Transportation

Parents are responsible for transporting their children to and from school. The preschool day starts at 8:25. For morning drop-off, please arrive between 8:20 and 8:25, and park along the playground fence or in the bus garage parking area. You may enter the building as early as 8:15, when the exterior door unlocks. State of Michigan preschool licensing requires that parents come into school to sign their child in and out daily. We do not have a before-school or after-school day care. Just like our K-12 teachers, the preschool teachers have prep time before school until 8:21, when the bell rings and the classroom

door opens. Along the same lines, it is best if you pick up your child between 3:25 and 3:30 p.m. If you must come earlier *on occasion*, that is understandable--near the end of the day, the door will be open, and the teachers will see you waiting in the hallway. Do not come into the classroom, as that can upset the children whose parents have not yet arrived.

Sign In and Out Procedure

Parents (or a designated adult) must accompany each child into and out of the program room each day. Parents (or a designated adult) must sign the child in and out daily. Sign-in and sign-out sheets must ALWAYS include the time and signature of the person dropping off or picking up for the day. For the safety of your child, please be diligent in letting your child's teacher know your child is leaving for the day. Any designated person, other than the parent or guardian, will be required to show identification at pick-up.

The GSRP staff will not, under any circumstances, release a child to an individual who is not on the child's Emergency/Medical Authorization. Please be sure to keep Emergency/Medical Authorizations updated with current phone numbers, including area codes.

Late Pick-up or Early Drop-off

When a parent/guardian or other designated adult is picking up or dropping off a child from school, it is important that they be on time. Teachers and other school personnel have other responsibilities before and after programming and cannot be available to ensure your child's safety. We will make every effort to work with you regarding pick-up and drop-off issues, but it is program policy to contact the Police Department to determine the next course of action in the event the parent/guardian is unavailable.

Parent Contact Information

If families move from one residence to another, change telephone numbers, or wish to add or delete an individual "Emergency Contact" person, it is the family's responsibility to notify classroom staff IMMEDIATELY so a parent/guardian may be reached in case of emergency or other communication need.

Weather Policy

If the school must be closed or the opening delayed because of inclement weather or other conditions, a PowerSchool Announcement will be sent, notifying staff and students' parents. However, sometimes technology does not cooperate, so please listen to a local radio station and/or check TV6 for updates on school closings. Parents are responsible for knowing about emergency closings and delays. A 2-hour delay means school will begin at 10:25a.m.

Outdoor Play

Your child will go outside every day. Please make sure your child is dressed in clothing that is appropriate for the 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 their cubby located inside of the classroom. Each piece of clothing must be clearly labeled with your child's first and last name. Kindly remember if your child is too sick to go outside and play then he/she is too sick to come to school.

Dress

Please dress your child in clothing that is comfortable and appropriate for indoor and/or outdoor play and messy activities. Clothing should be easy for your child to dress themselves if applicable. Your child must wear closed-toed shoes year-round. Keep in mind the irregularity of the weather in autumn and spring and provide a sweater or jacket. Once the cold weather arrives, hats, mittens, gloves, snow pants and boots will be necessary when going outside daily. Please label all your clothing with first and last name. Please provide extra change of clothes.

Toys from Home

Please leave all toys at home. Toys brought from home can easily get misplaced or even broken. We prefer that your child enjoy them at home or bring them only on special sharing days.

Staff Credentials

Lead Teachers, Associate Teachers and paraprofessionals employed by the Preschool Great Start Readiness Program (GSRP) must be considered highly qualified and comply with all MiLEAP/GSRP guidelines and the State of Michigan Child and Adult Licensing.

Lead Teacher

Must have a valid Michigan Teaching Certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement, Birth-K, or PK-3 endorsement; or a bachelor's degree in early childhood education or child development with a specialization in preschool teaching. The transcript will document a major, rather than a minor, in child development or early childhood education

Associate Teacher

Any GSRP associate teacher hired after June 21, 2011 must minimally have one of the following:

- a. An associate degree (AA) in early childhood education or child development or the equivalent; or
- b. A valid Center-based Preschool CDA credential; or
- c. An existing 120 Clock Hour approval

Other Classroom Staff:

Relief Staff:

...Are appropriately oriented and trained in program procedures relevant to their roles (e.g., responsive adult-child interaction strategies, child development, special needs of enrolled children, family-style meals), and receive ongoing supervision.

Substitute Staff:

A substitute teacher should have a minimum of a valid Center-Based Preschool CDA. Any long-term substitute (more than one month) must meet qualifications for the position being filled.

Staff Training Plan

Preschool staff will participate in training as required by the State of Michigan. Staff will participate in professional development throughout the year, and documentation of such training will be kept in the preschool classroom. All child care staff members who work directly with children shall complete 16 clock hours of professional development annually on topics relevant to job responsibilities that include, but are not limited to, any of the following subjects:

- (a) Child development and learning
- (b) Health, safety, and nutrition
- (c) Family and community collaboration
- (d) Program management
- (e) Teaching and learning
- (f) Observation, documentation, and assessment
- (g) Interactions and guidance
- (h) Child care center administrative rules

In addition, staff are annually trained on shaken baby syndrome, abusive head trauma and child maltreatment, recognition and reporting of child abuse and neglect, and prevention and control of infectious disease.

Cultural Competence

Culturally-appropriate, individually-appropriate, and age-appropriate practice are the three guiding principles of Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children (NAEYC). According to NAEYC's Pathways to Cultural Competence Project Program Guide, optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units (NAEYC, 1995, p. 2). Since all children are rooted in their families we see a child's family structure and all that it entails as the core of their family's culture. This structure can include family socioeconomic status, family composition, parent's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent's sexual orientation, and the way that a family classifies its race and ethnicity.

The Dollar Bay Preschool Great Start Readiness Preschool (GSRP) program is a culturally diverse classroom. Cultural competency is a broad concept that impacts student self-worth and acceptance in the classroom environment. GSRP programs strive to provide culturally sensitive environments in which all families and children feel welcomed and accepted. GSRP, in accordance with the [Michigan Department of Education Early Childhood Standards of Quality](#), will show respect for the culture, home language, and family composition for all children.

Encompassed within the GSRP program and Program Quality Assessment are specific measures to ensure cultural awareness within the GSRP classrooms. This includes but is not limited to: incorporating materials reflecting the cultures within the classroom and supporting children who speak multiple languages. Some examples of this include labeling materials with multi-lingual words, incorporating multicultural/multilingual empty food boxes into the kitchen area, singing songs in different languages, reading multicultural story books, or making food or snacks that are common within a culture.

Children will be encouraged and supported in using their home language during all parts of the daily routine. Our GSRP staff will use a variety of means to communicate including verbal and nonverbal cues, pictures, sign language, and use of key phrases in the home language.

Every measure will be made to understand and reflectively respond to families and children from all cultures. Our GSRP Pre-K staff will collect information on family culture, home language, and/or home life during the initial home visit and during conversations throughout the course of the year. We invite families into the classroom to share stories, foods, clothing, language, or other cultural components with our students and staff.

Food Service Policy

Families are not allowed to send in food for their children simply because the child does not like the food served or prefers something from home. Preschool nutrition is extremely important to your child's healthy physical and mental development. A proper balance of healthy snacks and meals will provide healthy productive energy in your child. Healthy snacks and lunches may improve your child's concentration, development, and individual disposition. For more information on how you can support healthy eating habits at home visit <https://www.myplate.gov/>

Our GSRP provides well-balanced meals to the children, free of cost. Food is prepared through our school district food service and meets all USDA/CACFP nutritional requirements for preschool children. USDA/CACFP guidelines ensure well-balanced meals and snacks are provided to each child. By providing a variety of nutritional meals the children will be able to expand their knowledge of healthy eating. Meal menus will be posted inside the preschool classroom for parents to view at any time. Our Food Service Department will work with food allergies and religious preference. Please ensure the Program Director is aware of any allergies and/or religious preference prior to the start of school.

Meal time is an important time for children in the program to develop skills and learn about nutrition. We eat family style and the teaching staff sit with and share this experience with the children. The staff encourage children to talk with each other and be social during this time, use language to request items and describe foods, try new foods, learn what it feels like to be full, explore where food comes from, understand what constitutes healthy foods and choices, and take care and clean up their own items when they are done. At no time is food used as a reward or punishment. Children are not forced to eat, but are encouraged to try all foods. The Dollar Bay Preschool program will provide an AM and PM snack as well as a family style lunch meal within the GSRP classroom each day.

- *Special provisions are made for children with special dietary needs. We must have documentation from the child's physician regarding allergies.*

Supporting Transitions

Transitioning in and out of programs and between classrooms can be a stressful time for children and families. The Dollar Bay GSRP Pre-K staff are committed to supporting children and families through these transitions. During the first home visit prior to the start of school, we learn all about our students and families with the intention of building a trusting relationship. We want parents and children to feel comfortable and safe, which is helpful when children enter the classroom for the first time. During the last home visit or parent-teacher conference in the spring, the Dollar Bay GSRP Pre-K staff will share information on the process of transitioning to kindergarten. We will discuss local programs and parent preference for placement, discuss the kindergarten registration process, and obtain parent consent to release information. The Dollar Bay GSRP Pre-K staff uses a variety of means to help children prepare for exiting our GSRP program and entering kindergarten. These include but are not limited to reading

stories about kindergarten, having discussions about what to expect, how children feel, or their experiences during registration or classroom visits.

Passive Consent of Program Evaluation

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 family information letters.

Appendix 1: Dollar Bay School Calendar 2024-2025

The Dollar Bay Preschool is a Monday through Thursday program.

Dollar Bay-Tamarack City Area Schools

2024-25 School Calendar

September '24						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '25						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8/27-28: Teacher Inservice
 8/27: MS/HS Orientation 6 p.m.
9/3: First Day of School
 9/20: Teacher Inservice-Half Day
 10/17: P-T Conferences
 10/18: P-T Conferences-Half Day
 11/26: Exams-End of 1st Trimester
 11/27: Teacher Inservice-No School
 11/28-29: Thanksgiving Holiday
 12/2: Records Day-No School
 12/23/24-1/3/25: Winter Break
 1/6/25: School Resumes
 1/23: Teacher Inservice-Half Day
 1/23-24: P-T Conferences-Half Days
 2/14: Area-Wide Inservice-No School
 3/6: Exams-End of 2nd Trimester
 3/7: Records Day-No School
 3/24-3/28: Spring Break
 3/31: School Resumes
 4/18: Good Friday-No School
 4/24: P-T MS/HS Conferences
 4/25: P-T Conferences-Half Day
 5/16: Teacher Inservice-No School
 5/22: Elementary Open House
 5/23: Half Day
 5/24 Graduation 10 a.m.
 5/26: Memorial Day-No School
 6/5: 2-Hour Delay, 10:25 a.m. start
 6/5 & 6/6: Exams-End of 3rd Trimester
6/6: Last Day of School-Half Day

	First & Last Day of School
	No School
	Parent-Teacher Conferences
	Exams - End of Trimester
	Half Day
5	June 5 - Two-hour delay

February '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(We will never have preschool on a Friday. **Preschool starts on Sept. 9th**)

Appendix 2: Parent Notification of the Licensing Notebook

PARENT NOTIFICATION OF THE LICENSING NOTEBOOK

Child Care Organizations Act, 1973 Public Act 116 Michigan Department of Licensing and Regulatory Affairs All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

- This center maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.
- The notebook will be available to parents for review during regular business hours.
- Licensing inspection and special investigation reports from at least the past two years are available on the Bureau of Community and Health Systems website at www.michigan.gov/michildcare.

I have read the above statement issued by the Dollar Bay Preschool.

Parent's Name (printed)

Preschool Child's Name (printed)

Parent's Signature

Date

Appendix 3: Receipt of Handbook Verification Form

Receipt of Parent Handbook

2024-2025

A written information packet (handbook) has been provided at the time of enrollment.

The packet (handbook) included all the following information:

- Criteria for admission and withdrawal.
- Schedule of operation, denoting hours, days, and holidays during which the center is open and services are provided.
- Fee policy.
- Discipline policy.
- Food service program.
- Program philosophy.
- Typical daily routine.
- Parent notification plan for accidents, injuries, incidents, illnesses.
- Exclusion policy for child illnesses.
- Notice of the availability of the center's licensing notebook.
 - The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans for the last 5 years.
 - The licensing notebook is available to parents during regular business hours.
 - Licensing inspection and special investigation reports from at least the past two years are available on the child care licensing website at www.michigan.gov/michildcare.

I certify that I have received the Dollar Bay Preschool Great Start Readiness Program handbook, which includes all of the above items.

I agree that my child and I will abide by the policies and procedures contained therein.

I understand that all policies in the handbook may be added to, deleted, or changed at any time, with notice from the school.

Parent's Name (printed)

Preschool Child's Name (printed)

Parent's Signature

Date

Appendix 4: Dollar Bay Preschool Supply List

Dollar Bay Preschool Supply List

Students will need the items below at the beginning of the school year and/or throughout the year.

- ☐ A Thin/Small Blanket for rest time
(one that can be left at school)
we will make sure they are washed weekly
- ☐ Kleenex (as many boxes as you'd like to provide)
- ☐ Extra set of clothes (left in the classroom in case of food/bathroom accidents.)
- ☐ Tennis Shoes (Outdoor play will occur daily. Preferably ones that can be left at school)
- ☐ Appropriate outdoor wear when the time comes
(coat, snowsuit, gloves, scarf, hat, boots, etc.)

Dollar Bay Preschool Donation List

These items are not required, but if you are able to donate any of these items, we would greatly appreciate it!!

Our classroom will be using these items as a community.

We have provided these items to start the year, but we will need more as we continue to use them.

- ☐ Clorox Wipes
- ☐ Baby Wipes
- ☐ Paper Towel
- ☐ Art supplies (pom poms, q-tips, popsicle sticks, cotton balls, etc.)
- ☐ Writing utensils (crayons, markers, colored pencils)
- ☐ Empty cardboard boxes (all sizes)
- ☐ Empty cereal boxes, toilet paper rolls, paper towel rolls

Thank you so much!
Mrs. Alyssa and Ms. Tina