



# Early Childhood Programs Parent Handbook

## Early Head Start

## Head Start

## Great Start Readiness Program

## 2020-2021 School Year



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## Genesee Intermediate School District Early Childhood



“Partnering with families, schools, and the community to ensure the success of every child.”

Dear Parents and Guardians,

Welcome to our GISD Early Childhood Programs!

We look forward to working with you and your child this year! Going to school is a new experience for your child, and we hope that you will join hands with us to make it a positive one. We are committed to helping prepare your child for success in school and in life.

Our classrooms are licensed by the State of Michigan and must follow all childcare licensing regulations. Classrooms must have an appropriate number of qualified staff, and all staff must have required child abuse, neglect, and criminal history clearances. Classrooms must have well maintained equipment and materials, as well as provide a safe and comfortable places where children can learn. In addition, our programs are regulated by state and federal guidelines.

In and beyond the walls of our classrooms, there will be opportunities for you to be involved in activities with your child and our programs. We sincerely hope that you will take advantage of these opportunities. Both the program and your family will be strengthened through your participation.

This handbook has been prepared especially for you. It describes our programs, the important role that parents play, and outlines important program policies that you should be aware of.

Please let us know if you have any questions about the information in this booklet.

Again, welcome to our program. It’s going to be a great year!

GISD Early Childhood Staff

## **Days of Operation and School Calendars**

### **Days of Operation**

**Early Head Start:** Classrooms operate Full Day year-round, Monday through Friday.

**Head Start:** Most classrooms operate full day, Monday through Thursday, no school on Fridays. Start and end times vary per school district. Some sites do operate year-round and on Fridays. Homebased services are also available.

**GSRP:** Classrooms operate with full school day hours Monday through Thursday, no school on Fridays. Start and end times vary per school district.

### **Our Center-Based program provides:**

- Classes in a school, church, community agency or childcare center
- Learning activities in large group, small group, and individual settings
- Individual child progress monitored by classroom staff
- Two home visits by teaching staff per year
- Two parent teacher conferences per year
- Research based curriculum
- Parent involvement opportunities

### **School Calendar**

The GISD Early Childhood Programs follow the local school district calendar for holidays and breaks.

### **All Early Childhood programs are closed on the following days:**

- Labor Day: September 7, 2020
- Thanksgiving: November 26, 2020 – November 27, 2020
- Winter Break: December 23, 2020 – January 3, 2021. Classes resume Monday, January 4, 2021
- Martin Luther King Holiday: Monday, January 18, 2021
- President's Day: Monday, February 15, 2021
- Spring Break: Monday, March 29, 2021 – April 2, 2021. Classes resume on Monday, April 5, 2021
- Memorial Day: Monday, May 31, 2021

**Early Childhood programs may be closed for parent teacher conferences, intersessions, home visits and/or professional development. A separate school district calendar containing these dates will be provided at orientation.**

### GISD Early Head Start Sites

<b>Building</b>	<b>Address</b>	<b>Telephone #</b>	<b>Fax #</b>
Coolidge Park	3701 Van Buren Ave., Flint, MI 48503	TBD	TBD
Cummings Great Expectations	G-2200 Walton Ave., Flint, MI 48532	810 600-5461	810 600-5432
Early Learning Center	3375 Van Campen Rd., Flint MI 48507	810 591-5649	810 591-3302
Educare Flint	1000 Gladwyn St., Flint MI 48504	810 600-5400	810 600-5454
Family Worship Center	3280 N Linden Rd., Flint, MI 48504	810 591-5174	TBD
Manley	3002 Farley St., Flint MI 48507	810 591-4944	810 591-4581
Summerfield	1360 Milbourne Ave., Flint MI 48504	810 591-4989	810 591-4522

### GISD Head Start Sites

<b>Building</b>	<b>Address</b>	<b>Telephone #</b>	<b>Fax #</b>
Cathedral Of Faith Ministries	6031 Dupont, Flint, MI 48505	810 820-9299	810 337-8651
Cummings	2200 Walton Ave., Flint, MI 48532	810 600-5461	810 600-5432
Dailey	G-6236 Neff Rd., Mt. Morris MI 48458	810 591-9349	810 591-0145
Doyle Ryder	1040 Saginaw St., Flint, MI 48503	810 591-4573	810 591-4522
Early Learning Center	3375 Van Campen Rd., Flint MI 48507	810 591-5649	810 591-3302
Eastside Mission	1829 Delaware Ave., Flint MI 48506	810 768-3000	810 591-0145
Educare Flint	1000 Gladwyn St., Flint MI 48504	810 600-5400	810 600-5454
Family Worship Center	3280 N Linden Rd., Flint, MI 48504	810 591-5174	TBD
Genesee STEM Academy	5240 Calkins Rd., Flint MI 48532	810 600-6466	810 600-6445
Holmes	6602 Oxley Dr., Flint, MI 48504	810 591-9811	810 591-0145
Home Based	3002 Farley St., Flint MI 48507	810 591-4944	810 591-4581
Manley	3002 Farley St., Flint MI 48507	810 591-4944	810 591-4581
Mott College	1401 E. Court St., Flint MI 48503	810 239-0046	810 768-4002
New Standard	2040 W. Carpenter Rd., Flint MI 48505	810 591-9349	810 591-0145
Potter	2500 N. Averill Ave., Flint, MI 48506	810 591-4573	810 591-4522
Stalker	3329 Burnell Ave., Flint MI 48504	810 591-2880	810 591-3496
Summerfield	1360 Milbourne Ave., Flint MI 48504	810 591-4989	810 591-4522
The Learning Community	1181 W. Scottwood Ave., Flint MI 48507	810 591-3890	810 591-7229

**GISD Great Start Readiness Program Sites**

<b>District</b>	<b>Program Site</b>	<b>Address</b>	<b>Main Phone</b>	<b>Classroom Phone</b>
Atherton 1	Vern Van Y	2400 Clarice Ave., Burton MI 48519	810-591-8427	810-591-5650
Atherton 2	Vera Van Y	2400 Clarice Ave., Burton MI 48519	810-591-8427	810-591-5631
Bendle	Friel Elementary	4469 Greenly St., Burton MI 48529	810-591-8655	810-591-3605
Bentley	Barhitte Elementary	6080 Roberta St., Burton MI 48509	810-591-9661	810-591-9672
Carman	Early Learning Center	3375 Van Campen Rd., Flint MI 48507	810 591-5649	810-591-4479
Clio 1	Early Elementary	301 Rogers Lodge Dr., Clio MI 48420	810-670-1795	810-670-1793
Clio 2	Early Elementary	301 Rogers Lodge Dr., Clio MI 48420	810-670-1795	810-670-1797
Clio 3	Early Elementary	301 Rogers Lodge Dr., Clio MI 48420	810-670-1795	810-670-1794
Clio 4	Early Elementary	301 Rogers Lodge Dr., Clio MI 48420	810-670-1795	810-670-1798
Flushing 1	Seymour Elementary	3088 N Seymour Rd., Flushing, MI 48433	810-591-5150	810-591-5190
Flushing 2	Seymour Elementary	3088 N Seymour Rd., Flushing, MI 48433	810-591-5150	810-591-1170
Genesee	Haas Elementary	7347 N. Genesee Rd., Genesee MI 48437	810-591-2101	810-591-8004
Goodrich	Reid Elementary	7501 Seneca St., Goodrich MI 48438	810-591-3455	810-591-5208
Lakeville 1	Lakeville High School	12455 Wilson Rd., Otisville MI 48463	810-591-4054	810-591-4002
Lakeville 2	Lakeville High School	12455 Wilson Rd., Otisville MI 48463	810-591-4054	810-591-4001
Mt. Morris	Pinehurst Elementary	1013 Pinehurst Blvd., Mt. Morris MI 48458	810-591-2760	810-591-2760 (ask for Unit 4 or 5)
Westwood Heights	WWH Free Methodist Church	3397 Windland Dr., Flint, MI 48504	810-591-4542	TBD

### **What Is Early Head Start?**

Early Head Start (EHS) is a federally funded educational program designed to serve the unique needs of pregnant women and children birth up to three years of age. Early Head Start is a tuition free program that provides family-centered services for low-income families, and a limited number of children with disabilities without regard to family income. The Early Head Start Program promotes the development of children and enables their parents to fulfill their roles as parents and to move toward self-sufficiency. The goal of Early Head Start is to prepare young children to be successful in school. The comprehensive structure of the program, described below, is our road map for accomplishing this goal.

### **What is Head Start**

Head Start (HS) is a child and family focused educational program designed to serve the unique needs of preschool children and their families. Head Start is a tuition free preschool program that serves primarily low-income families, and a limited number of children with disabilities without regard to family income. The goal of the Head Start Program is to prepare young children to be successful in school. The comprehensive structure of the program, described below, is our road map for accomplishing this goal. The Genesee Intermediate School District Head Start mission statement is “Partnering with families, schools, and the community to ensure the success of every child.”

### **THE HEAD START SYMBOL TELLS A STORY**



*The two squares represent early childhood by suggesting building blocks.*

*The arrangement of the blocks represent stairs by which this can be accomplished.*

*The vertical stripes represent the child and the parent.*

*The arrow pointing upward represents the direction out of poverty and on to the future.*

*The colors red, white, and blue represent the United States and the many opportunities it provides for its citizens.*

### **What Is Great Start Readiness Program (GSRP)?**

GSRP is Michigan’s nationally recognized, state-funded preschool program. Genesee County, GSRP programs provide developmentally appropriate learning in a safe, positive, nurturing environment; promoting social, emotional, physical, and cognitive growth with creativity and language development. Teacher – Child relationships are developed and nurtured through positive interactions and experiences that foster strong self-concepts and socialization skills. Partnerships and collaborations between school, family, and community celebrate and support diversity. GSRP maintains the concept “*it takes a village to raise a child*”. Every partner brings value in the support and development of our preschool children. Families are empowered to be active participants in their child’s educational career. This creates the foundation for lifelong education that is vital in developing a child’s love for learning.

## Eligibility & Selection Criteria

The GSD Early Head Start, Head Start, and GSRP programs are grant funded with enrollment criteria for selecting and prioritizing eligible children and families. Documentation needed for enrollment includes application, verification of income, up-to-date-immunization record, birth certificate or proof of age, and proof of residency. Programs are free to families that meet the eligibility guidelines.

For admission into any of the GSD Early Childhood Programs, please visit [Genesee Preschool website](http://www.geneseepreschool.org) (<http://www.geneseepreschool.org>) or call 810-591-KIDS for more information on enrollment and guideline requirements.

Income eligible applicants will be ranked to establish a priority for selection. If the child is in foster care, homeless, or the family receives public assistance for SSI or TANF (FIP) the child is categorically eligible for our programs regardless of income. Depending on the program, risk factors or priority points will be determined at the time of application through phone or in person interviews with parents or guardians. Eligibility criteria, risk factors and/or priority points are recorded on the Eligibility and Prioritization Form. Waiting lists will be maintained and ranked according to the families final federal poverty level (FPL) or by total priority points. As a vacancy occurs, children will be selected from the waiting list accordingly and enrolled within 30 days of the vacancy. Children with the greatest need will be admitted first until all openings are filled.

As established by the selection criteria, eligible applicants with disabilities having an IEP or IFSP will be prioritized to fill 10% of the available allocated slots.

### Income Criteria

EHS and HS: Child's family income is below 100% of the poverty line for their household size. Children who are experiencing homelessness, are in foster care or have a diagnosed disability are prioritized for enrollment.

GSRP: Child's family income is below 250% of the poverty line for their household size. Income that falls above 250% is considered over income but may be eligible by paying a tuition fee, if spaces are available after September 1. If enrolled, a one-time fee of \$762 for the school year will be invoiced and mailed to your home. Please make payments that work with your family's budget. Please do not make tuition payments to your child's classroom teacher. All payments need to be sent to the Genesee Intermediate School District.

### Age Eligibility

EHS: Child must be between the ages of 6 weeks up to 36 months by **September 1<sup>st</sup>** of the current school year.

HS: Child must be 3 years of age and less than 5 years of age by **September 1<sup>st</sup>** of the current school year.

HS Blends & GSRP: Child must be at least four years of age, and less than five years of age, by **September 1<sup>st</sup>**. Children who turn four years old between September 2<sup>nd</sup> and December 1<sup>st</sup>, may be eligible to enroll after September 1<sup>st</sup> if spaces are available and the parent is planning on the child attending Kindergarten the following year.

### Residency Eligibility

EHS: Children that live in Flint, Beecher or Carman are prioritized for enrollment.

HS: Children that live in Beecher, Carman or Flint are prioritized for enrollment. Educare Flint and Cummings enroll families living in Flint.



GSRP: Children must live in Genesee County or within the boundaries of a Genesee County Local School District. In district, families are always given priority. Families with older siblings accepted through school of choice will be considered in district.

The priorities listed below are then applied to the Early Head Start and Head Start selection process:

1. Children who enrolled at three years of age are eligible to participate a second year if (a) attendance policies were followed the first year, (b) health requirements were met the first year, (c) parent/guardian complied with other applicable program requirements, and, (d) child is not kindergarten eligible.
2. A child with a diagnosed disability, until a minimum requirement of 10% enrollment of children with disabilities is reached. Diagnosed children with disabilities may exceed the income guidelines.
3. Early Head Start children who meet the income, categorical and age eligibility requirements, and who complete the enrollment process as detailed in the transition plan.
4. Four-year-old children are given priority for enrollment in classrooms according to the following criteria:
  - a. Head Start center in district of residence.
  - b. Highest priority point total – children in foster care, with disabilities, and who are experiencing homelessness are automatically eligible based on priority point total.
  - c. Request for placement into a Head Start center that is out of district of residence will be honored if there are no students in the district of residence waiting.
  - d. Children who are income eligible will be placed before children who are over income.
5. Children who are three by September 1st will be given priority for enrollment. Additional 3 year olds will be accepted on or after their 3rd birthday. Three year old children are given priority for enrollment in classrooms according to the following criteria:
  - a. Head Start center in district of residence.
  - b. Highest priority point total – children in foster care, with disabilities, and who are experiencing homelessness are automatically eligible based on priority point total.
  - c. Request for placement into a Head Start center that is out of district of residence will be honored if there are no students in the district of residence waiting.
  - d. Children who are income eligible will be placed before children who are over income.
  - e. Priority will be given to parents who are working or going to school during the hours of operation. (Proof of schedules may be required.)

### **Help Us Fill Our Classrooms - Spread the Word!**

We need your help! As an enrolled family, you can help us spread the word about all of our early childhood opportunities. Please share information regarding all of our program options with other families and encourage them to submit an interest form. Your efforts in sharing the benefits of these programs with others will help our program and impact the life of a child. We are always taking interest forms online or by phone.

591-KIDS Intake Department:  
Phone: 591-KIDS (5437)  
Email: [591kids@geneseeisd.org](mailto:591kids@geneseeisd.org)  
[www.geneseepreschool.org](http://www.geneseepreschool.org)

## **GISD Early Childhood Program Overview**

### **Curriculum --- Creative Curriculum®**

GISD Early Childhood programs use Creative Curriculum to plan learning experiences in an environment where children use exploration and discovery as a way of learning and practicing new skills. Creative Curriculum is based on 38 objectives for development and learning, which are fully aligned with the Early Childhood Standards and Early Learning Framework for every state. Creative Curriculum offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner. Creative Curriculum addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day. Creative Curriculum offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers' knowledge about best practices. Creative Curriculum allows every child to bring particular interests, life experiences, and learning styles and help teachers to make accommodations to service all learners, including advanced learners and children with disabilities.

### **Developmental Screening**

In collaboration with each child's parent, GISD Early Childhood programs perform age appropriate comprehensive screenings to identify potential concerns regarding a child's development. All screening tools are standardized instruments that are both valid and reliable. Screenings survey child's abilities in broad terms: large and small muscle coordination, perception, language, cognitive development, and emotional and behavioral concerns. Our GISD Early Childhood Programs use the Ages and Stages Questionnaires (ASQ III and ASQ-SE2) as the programs' screening tool. The Ages and Stages Questionnaires are completed by the child's parent/guardian and results are shared with families during home visits, parent teacher conferences, as considered necessary by the teaching team, and upon parental request.

### **Child Assessments**

Teaching Strategies GOLD Assessment System (TSG) is the measurement tool GISD Early Childhood programs use with Creative Curriculum. It is an organized tool used to observe and document each student's growth and development. TSG assists teachers in individualized instruction, measuring progress, guiding planning and instruction, and communicating with families. The child outcome data from the TSG will be assessed three times a year at most sites. Some sites will be assessed four times a year.

### **Classroom Evaluation**

Our preschool classrooms are evaluated two to three times a year by an Early Childhood Specialist using the Classroom Assessment Scoring System (CLASS) required by the State of Michigan. The tool is designed to support teaching teams in developing the highest quality classroom environment.

### **Home Visits and Parent Teacher Conferences**

Parents play an integral role in their child's development. A strong partnership between staff and families is crucial to child success. Families in the GISD Early Childhood programs will participate in two home visits and two parent teacher conferences during the program year.

### **Staff Policy & Trainings**

Teachers are contracted through Genesee Education Consultant Services and meet the qualifications outlined by the Michigan Department of Education and/or Head Start Performance Standards. All staff are finger printed and screened to ensure they have no criminal history or substantiated child abuse history. A staff member will not be employed if he or she has been convicted of child abuse/neglect or a felony involving harm or threatened harm to an individual. Staff within the GISD Early Childhood programs have current certification in Infant, Child, Adult CPR and First Aid. Staff complete training on blood-borne pathogens and a minimum of 24 hours of additional training each year. Training topics

include areas such as child development, curriculum, conflict resolution techniques, health and safety, nutrition, working with parents, and licensing rules.

### **Passive Consent of Program Evaluation**

In addition to 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 contractors(s), and any of MDE's other research partners. Cooperation includes, but 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.

### **Program Notice of Program Measurement**

GISD is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children and their families. Program staff or a representative from MDE might:

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

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

Questions? Please contact:

Catrina Wiskur 810-591-5596, or [cwiskur@geneseeisd.org](mailto:cwiskur@geneseeisd.org)

The MDE Office of Great Start, Preschool and Out-of School Time Learning at:

- [Mde-gsrp@michigan.gov](mailto:Mde-gsrp@michigan.gov)
- 517-241-7004, or
- 608 W Allegan, P.O. Box 30008, Lansing, MI 48909.

## **Policies: Confidentiality, Dress Code, Outdoor & School Closings**

### **Confidentiality Policy**

Information presented to GISD Early Childhood Programs will remain confidential and not be disclosed to parties other than Genesee Intermediate School District Early Childhood Program staff members, the Office of Head Start, and/or the Michigan Department of Education without written consent of parent(s) or guardian(s). You are asked to sign a release of information form so that your child's records can be shared with his or her next school.

### **Personally Identifiable Information (PII)**

GISD Early Childhood Programs will inform parents of their rights regarding the disclosure of Personally Identifiable Information (PII) from child records. The Annual Notice of Personally Identifiable Information is as follows:

#### **GISD Early Childhood Program Annual Notice (HSPPS 1303.22)**

##### **Disclosure with Parental Consent**

1. Personally Identifiable Information (PII) may be released with written parental consent. A. PII is any information that could identify a specific individual, including but not limited to a child's name, name of a child's family member, street address of the child, social security number, or other information that is linked or linkable to the child.
2. Parents have the right to refuse the release of Personally Identifiable Information.

##### **Disclosure *without* Parental Consent**

1. Personally Identifiable Information may be released WITHOUT parental consent to,
  - a. Consultants acting in the role of an employee of the program,
  - b. Federal or State officials in connection with an audit or evaluation of education or child development programs,
  - c. Federal or State officials in connection with a study of child and family outcomes, including improving the quality of programs,
  - d. Appropriate parties in order to address a disaster, health or safety emergency or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons,
  - e. Comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders, unless:
    - i. A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;
    - ii The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
    - iii. A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,

- iv. A program initiates legal action against a parent or a parent initiates legal action against a program, then a program may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.
- f. The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program;
- g. A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,
- h. Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

### **Dress Code Policy**

Parents are asked to send their children to school with an extra change of clothes. These will be kept in their backpack, cubby, or locker at school. Please dress your child for messy play and outdoor play. Remember to change out the extra clothes as the seasons change.

### **Outdoor Policy**

Programs must adhere to licensing regulations that require all children be taken outside daily for sixty minutes. Children will be kept indoors when it is raining, when the temperature is less than 10 degrees outside, or more than 98 degrees outside. Programs with appropriate rain gear may play in light rain with no signs of potential hazardous weather. The State of Michigan requires that children have the opportunity to go outside every day. Children need to be dressed appropriately for the weather.

### **School Closing / Inclement Weather Policy**

In cases of inclement weather, if the local GISD school district is closed or delayed due to weather so are our GISD programs. School closing information can be found on television stations WNEM-5, WJRT-12, WEYI-25 and TV-12's website at [www.abc12.com](http://www.abc12.com). Parents can also sign up for closure alerts from TV-12 on their cell phone. Smart phone or tablet users can consider using the following applications to keep up with school closures: WJRT-ABC12 Mobile, WNEM or NBC 25.

GSRP programs will follow the local school district in which the program is offered.

GISD Head Start families will receive a School Messenger call which will provide a pre-recorded message regarding school closing information. The phone number called will be the main contact phone number listed on the enrollment form. Please update phone contact information with the office staff at your child's Head Start building as necessary.

The following are guidelines that GISD Head Start uses to determine program closure:

- If the GISD is closed due to inclement weather, then all GISD Head Start Centers will be closed,
- If Flint Community Schools are closed, Potter, Holmes and Doyle/Ryder Head Start will be closed.
- If Beecher Community Schools is closed Dailey Head Start will be closed.
- If Carman Ainsworth Community Schools are closed, The Learning Community and Stalker will be closed.
- If Genesee STEM School is closed, Genesee STEM Head Start will be closed.
- If New Standard Academy is closed, New Standard Academy Head Start will be closed.

## **Policies: Attendance and Withdrawal**

### **Attendance Policy**

Attendance will be taken every day. Parents/guardians are expected to sign their child in and out every day. If a child is unexpectedly absent and a parent has not contacted the program within **ONE** hour of the program start time, the program will attempt to contact the parent to ensure the child's well-being. Children are expected to attend school regularly. Children are also expected to attend the hours that school is scheduled for. A missed day of class is a missed opportunity to learn and grow. If a child must miss school, please call and notify the child's teacher with a specific reason for the absence (i.e. child has a fever). Absences that are supported with documentation such as a doctor's or dentist's note will be considered excused and not count against a child's attendance.

If your child is sick, please do not send them to school. If your child becomes ill during the school day, you will be called to pick him/her up. If you cannot be reached, your emergency contacts and or those named as other persons your child can be released to on the Child Information Card will be contacted.

Early Head Start/Head Start will provide information to parents regarding the importance and benefits of regular attendance. The program will implement an attendance incentive program. Unless a child is ill, parents need to make every effort to have their child attend school on a regular basis. If a child has three absences within the same month without notice from the parent, a call or visit will be made by Family Engagement staff to determine if there is a problem that the staff can assist you with.

If it is determined that a child has excessive absenteeism, the parent or guardian will develop an Attendance Support Contract with their Family Engagement Advocate. If absences continue, and program staff is unable to make contact with the family for 10 consecutive absences, the enrollment slot will be considered vacant and will be filled, so that a child waiting to enter Head Start can benefit from the program. Chronic tardiness and/or late pick-ups will require a mandatory parent meeting with Family Engagement staff to discuss a plan for improvement.

### **Withdrawal Policy**

Parent Withdrawal: The parent has the right to withdraw their child from the program at any time. If any parent wishes to withdraw their child from the program, the program would appreciate knowing the reason(s) why. We would like to recognize your child's involvement and participation in our program, and allow classmates time to say their goodbyes.

Agency Withdrawal: GISD Early Childhood Programs reserve the right to withdraw a child and family when:

- The parent fails to follow program policies.
- They do not meet the health/licensing requirements by the required deadlines.

## **Policies: Drop Off, Pick Up and Exclusion**

### **Drop Off/Pick Up Policy**

Children in Genesee Intermediate School District Early Childhood Programs cannot be dropped off prior to the start of your child's school day. Each program has its own specific arrival time. Please refer to the daily schedule posted in your child's classroom, or the copy that was received during the Home Visit or Open House.

### **Chronic or Continuously Late Pick Up Policy**

In the event that a child is not picked up within 30 minutes after the end of their class, and all attempts to contact the parent/guardian or other emergency card designees have been unsuccessful, this will constitute as an "emergency situation." The site director/teacher will take steps to ensure the safety of the child, which may include contact with Emergency Card Contacts/Children Protective Services and/or the local police. The incident will be documented.

### **Policy for the Late Pick Up of Early Head Start or Head Start Children**

To ensure the timely pick up of children and to avoid the worry that late pick up can cause children, staff will follow the procedures listed below. At all steps, the parent will be requested to document the pickup time and sign the Late Pick Up Form.

- **First Time Late:** Staff discusses the importance of picking child up on time and the sense of safety and security it creates for children. Ten or more minutes is considered late.
- **Second Time Late:** The teacher will discuss the situation with the parent/ guardian, attempt to find out the reason(s) for late pick-ups, inform parents of the importance of picking up children on time.
- **Third Time Late:** The teacher will inform the Family Engagement Advocate who will assist in determining if any assistance to the family would eliminate the late pick up. Staff will inform the Family Engagement Advocate regarding the late pick-ups.
- **Fourth Time Late:** The parent will need to meet with the Family Engagement Advocate and/or the Family Engagement Coordinator to develop a pick up improvement plan.

In extreme cases of late pick up, if a staff member is unable to contact anyone to pick up the child, Protective Services or the police may be called.

### **Exclusion Policy**

Children will be excluded from the program if there are injuries or contagious illnesses that endanger the health and /or safety of the child or others. Children will not be excluded because of the need for additional support, assistance with toileting, or disabilities.

## **Child Custody & Release Procedures**

### **Child Custody Policy**

In cases where the child is the subject of a court order (i.e., Custody Order, Restraining Order, or Protection from Abuse Order) the GISD Early Childhood Programs must be provided with a certified copy of the most recent order and all amendments thereto. The orders of the court will be strictly followed. In the absence of a court order on file with the GISD Early Childhood Programs, both parents shall be afforded equal access to their child as stipulated by law. The GISD Early Childhood Programs cannot, without a court order, limit the access of one parent by request of the other parent, regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, the GISD Early Childhood Programs suggests that the parent keeps the child with them until a court order is issued, since our rights to retain your child are secondary to the other parent's right to immediate access.

### **Release of Children**

Parents should know that classroom staff, including substitutes, are required to monitor the signing in and out of children at arrival and dismissal, and to avoid releasing children to unauthorized persons.

- Parents must sign their child in and out each day using the sign in sheet.
- Children can only be released to their parent/legal guardian, or to other individuals who are listed on the child's emergency card.
- In instances of uncertain identity, staff must ask for identification to confirm that the individual is listed on the emergency card. This is a licensing rule. If necessary, staff will call the parent to confirm that an individual is authorized to pick up the child. The parent should add this name to the emergency card.
- No child will be released to a person if their name is not listed as an authorized person to pick up the child. Written notification of changes or additions must be given to classroom staff by the parent ahead of time.
- If a specific custody arrangement exists, a legal document that specifies the custody arrangement or court order must be in child's file. If there is not a legal document, staff cannot prevent releasing the child to the parent or legal guardian.
- The minimum age of the person(s) that can pick up/drop off a child will be 16 years old; this person must be listed on the emergency card. School or Picture ID is needed.

Staff periodically reviews the emergency cards for accuracy. At a minimum, this occurs at the scheduled Home Visits and Parent-Teacher Conferences. Parents are required to make sure the emergency card is kept up to date with current phone numbers and adults authorized to pick the child up. Parents are asked to notify the child's teacher ASAP to report any changes for the emergency card.



## **Policies: Rest Time, Diapering & Toilet Training**

### **Early Head Start Nap Policy**

Infants nap according to their own schedules. If an infant should fall asleep while being rocked, they will be put in their cribs to continue their sleep. As your child grows and matures, cot sleeping will be encouraged. Toddlers also nap on a cot. All the bedding for infants and toddlers is provided by our Early Head Start program and is washed on site.

### **Early Head Start Safe Sleep Policy**

To minimize the risk of sudden infant death syndrome (SIDS), infants will be placed on their backs to sleep in a crib. When an infant cannot sleep on their back due to a disability or illness, Early Head Start will ask for written instructions signed by a physician. The infants are provided with a firm, tight fitting mattress in a crib that meets the current safety standards. There will be no pillows, quilts, bumpers, stuffed toys, or other fluffy products in the crib. Each child has their own crib. The above practices are supported by the U.S. Consumer Product Safety Commission, American Academy of Pediatrics, and the National Institute of Child Health and Human Development.

### **Head Start Rest Time Policy**

For children in full day classrooms, please send your child to school with a blanket every Monday and take it home at the end of each week to be laundered. PILLOWS, PACIFIERS, SIPPY CUPS & STUFFED ANIMALS ARE NOT ALLOWED. Children will not be required to rest for more than one hour and alternate quiet activities will be provided for those children who do not sleep.

### **GSRP Rest Time Policy**

Students attending a school day program will participate in a rest/quiet time daily. Children will be provided with a mat and or cot to lie on. Parents are asked to send their child to school with a small blanket and pillow every Monday and take it home on Thursdays to be laundered. Children will not be required to rest for more than one hour and alternate quiet activities will be provided for those children who do not sleep. Children who are sleeping and do not wake up independently will be gently awakened using soft touches, opening of blinds, and conversation. Children are expected to assist with putting away their sleeping materials.

### **Diapering and Toileting**

GISD Early Head Start will provide disposable diapers and wipes for children in our program who are not toilet trained. If your child wears diapers, they will be changed at regular intervals throughout the day as needed. GISD Head Start and GSRP preschool families will be encouraged to provide their own diapers, pull-ups, and extra set of clothes if child is still working on toilet training. Children in diapers will be changed on a diapering table or diaper changing pad. Staff will use non-latex gloves and follow the posted procedure for diapering. Staff will wash their hands after changing a child's diaper and will assist the children in hand washing as well. Soiled diapers will be disposed of in a garbage container that will only be used for this purpose. The diapering area will be cleaned and sanitized after each diaper change. GISD Early Head Start will not apply baby powder on children after a diaper change. The use of powder has been linked to childhood asthma and other respiratory difficulties.

### **Toilet Training**

GISD Early Head Start will not introduce any toilet training to a child who is not ready. Child sized toilets are available for children to use. Children who are being trained at home will be encouraged to use the toilet. However, the actual use of the toilet will only be utilized at the child's initiation or acceptance. Parents are encouraged to meet with staff to discuss toilet training for their child.

## Child Social Emotional Well-being, Mental Health & Special Needs

### Multi-Tiered System of Support (MTSS)

The GISD Early Childhood program has a multi-tiered system of support (MTSS) which includes both academic and social-emotional components. Layers of support for all children are embedded into learning, professional development for staff, individualized support for children needing more assistance and intervention for those students with persistent social-emotional concerns and/or academic barriers. Teams meet regularly to discuss how to best meet the needs of all children based on data, parent and teacher input, as well as classroom observations and specialized support. Preschool-wide behavioral expectations are Bee Safe, Bee Respectful and Bee Responsible (the three “big rules” at school). Our youngest group of learners at Early Head Start follow program wide expectations of Bee Safe and Bee Responsible. All behavior rules and lessons are based around these three Bee’s (and two Bee’s) and are a critical feature of MTSS. GISD Early Childhood programs partner with Early On to provide a wide range of consultation, services and strategies for children in our programs. The program offers mental health consultants who are available to staff and families, as needed for mental health concerns and needs.

The adults in our classrooms will:

- Teach and re-teach children the classroom/school rules/expectations
- Encourage children to do things for themselves
- Approach children calmly and stop any hurtful actions
- Acknowledge all children’s feelings & positive behavior
- Teach conflict resolution strategies
- Allow children time to practice problem solving & social emotional skills
- Ask children for solutions and encourage them to solve the conflict together
- Support children when they make decisions.

For many of our enrolled children, this program is their first experience away from home and family. The many new experiences for children in a group setting can create challenges for them, such as, “I want the toy that he has!” “I have to use the bathroom NOW, but someone else is in there!” “I can’t hang up my coat by myself.” “I can’t do this without Mommy.” Children may not act in “acceptable” ways when they are confronted with situations like these.

All children become unhappy, angry, withdrawn or upset at times; this is a sign of a typically developing child. However, should feelings like these or other puzzling emotions or behaviors become intense and/or prolonged over time, learning and relationships with others can become negatively affected. A social emotional specialist is available for parents concerned about a child’s behavior.

The GISD Early Childhood Programs uses conflict as a learning opportunity. As a result, we implement guidance that is caring, but firm. Consequences are short, consistent, immediate and logical. Emphasis is placed on preventing challenging behavior, teaching appropriate behavior, and responding to all behavior in a way that increases the appropriate behavior and aims to reduce the challenging behavior. By providing affection, consistency, routine security, and unconditional positive regard for every child, we teach them to be independent and successful in problem solving and meeting their needs by teaching them positive social skills. Because a positive self-image is our main concern, any form of negative procedures or consequences will not be used. This includes shaming, threatening, depriving, or

corporal punishment. Accordingly, staff and other adults use positive methods of discipline that encourage self-control, self-direction, self-esteem and cooperation. In addition, staff members teach children conflict resolution strategies that can be used to problem solve. Staff members encourage children to use words, identify problems, and identify solutions.

Enrollment will not be denied and children will not be excluded based on challenging behavior, disability, or the need for individualized planning and intentional teaching. GISD Early Childhood programs places emphasis on prohibiting expulsion and suspension for challenging behaviors.

**As outlined in the State of Michigan Licensing Rules for Child Care Centers, staff is prohibited from using the following means of punishment:**

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.
- Non-severe and developmentally appropriate physical disengagement may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by licensing. GISD Preschool programs provide de-escalation and physical disengagement skills training to teaching staff and school personnel to ensure the children's safety, security, mental well-being are foremost at all times in a crisis situation.

### **Special Needs Policy**

If a parent has concerns about their child's development, they should begin by contacting the lead teacher. The lead teacher will initiate the Multi-Tiered System of Support process (MTSS). The lead teacher will discuss the parents' concerns, age appropriate development and discuss any data that might indicate a concern or need for additional supports in the classroom. The teacher will also offer additional supports and strategies that the parent can use at home for the area of concern. If the parent requests a special education evaluation, following the conversation with the lead teacher, or at any time in the school year, the lead teacher will contact the Early Childhood Specialist to initiate a referral to the Disability Manager. The Disability Manager will review the data and place the Project Find referral to the Local Education Agency (LEA), based on the child's school district of residency. The LEA will then initiate an evaluation and determine a child's eligibility or ineligibility for special education services. If a child is already receiving services for a disability, the GSRP and Head Start program staff will request to join the Individualized Education Plan (IEP) team and work toward the goals written into the child's IEP. Should a child NOT qualify for special education services, the preschool team will continue to support the child in all areas of need, using high quality early childhood classroom strategies and interventions. For more information about referring your child for a developmental evaluation, please visit the [Early On website](http://www.1800earlyon.org) (www.1800earlyon.org)

## Education and Early Childhood Development

Every effort is made to promote each child's school readiness with goals that focus on children's physical, social-emotional, cognitive, and language development. GISD Early Childhood programs are designed to support parents as their children's first and most important teacher to promote positive parent-child relationships.

Young children learn by doing. Active exploration is necessary for children to learn the skills needed to be successful later in school. Providing a variety of experiences for children ensures that the classroom will be interesting and stimulating for each individual. It permits children to make personal choices that suit both their interests and ability levels. It is important that a child feels valued and accepted as an individual. Our goal is to help them become independent, self-confident, inquisitive individuals who know how to learn.

### Early Childhood School Readiness Goals

#### Social and Emotional Development

*Infants and Toddlers will engage in positive interactions with responsive adults and with peers by:*

- Using adult support to calm self
- Indicating needs and wants
- Showing emotional connection and attachment to others
- Responding to and interacting with other children

*Preschool children will engage in positive adult-child and peer relationships by:*

- Initiating interactions both verbally and non-verbally with adults
- Cooperating with adult requests
- Initiating, joining in and sustaining positive interactions with peers
- Playing collaboratively with two or more children and contributing or incorporating ideas from the other children into their play

#### Language and Literacy

*Infants and toddlers will attend to, understand and respond to communication and language experiences and will engage with books and rhymes by:*

- Turning toward and looking at the person communicating
- Participating by exchanging sounds, facial expressions, gestures, words and/or actions
- Listening, attending to and/or repeating familiar rhymes or songs
- Exploring, holding, turning the pages of, and pretending to read books

*Preschool children will listen, comprehend, use increasingly complex language, and demonstrate knowledge of the alphabet and emergent writing skills by:*

- Responding to appropriate specific vocabulary, simple statements, stories and questions
- Showing an understanding of content information (the topic) by asking and or answering clarifying questions about key points presented orally or in text
- Using letter-sound knowledge
- Showing awareness of various features of print

#### Approaches to Learning

*Infants and toddlers will manage feelings, emotions, actions and behaviors with support of familiar adults by:*

- Engaging with adults for calming and coping strategies
- Responding to and seeking assistance from familiar adults to manage and adjust behavior

- Using a variety of strategies to help manage strong emotions

*Preschool children will show interest in learning and engage in conflict resolution by:*

- Planning and pursuing a variety of appropriately challenging tasks
- Making and following through on two or more unrelated plans
- Requesting adult help in resolving a conflict with another child/children
- Offering and agreeing on a solution with adult support

### **Cognition**

*Infants and toddlers will actively explore their environment while using a variety of strategies to solve problems and to reason and plan ahead by:*

- Engaging in repeated actions to solve simple problems
- Using senses and observing and experimenting with how things work
- Trying different solutions to everyday problems and discovering which one(s) work
- Using a variety of strategies such as trial and error or asking for help to solve problems

*Preschool children will increase their understanding of number concepts and quantities:*

- Consistently counting (with one to one correspondence) up to ten objects
- **Using math regularly in everyday routines to count, compare, relate, identify patterns and to solve problems**

### **Perceptual Motor, and Physical Development**

*Infants and toddlers will develop control of large muscles and small muscles for exploration and self-help by:*

- Gaining control of a variety of movements and using a variety of increasingly complex movements in active and quiet play
- Using muscle control to crawl, walk, kick, stoop, jump, carry and run
- Coordinating hands and eyes when reaching for and holding, releasing, stacking and/or picking up objects
- Refining and adjusting grasp to use different tools for different purposes

*Preschool children will increase their motor skills:*

- Demonstrating traveling skills
- Demonstrating balancing skills
- Using wrist and finger movement

### Early Head Start Sample Daily Schedule

The following daily schedule is an outline of a typical day with infants and toddlers. It provides a framework for planning and organizing the daily routine and play activities for the children. The schedule will follow the children's individual needs based on their age. Diapering/Toileting are ongoing throughout the day as needed. These are samples that include the different types of components in the daily schedule.

#### Typical Daily Routine/Experiences for Infants/Toddlers:

7:30 – 9:00

- Planning/Preparation Time
- Hellos and good-byes
- Diapering and toileting
- Dressing
- Eating and mealtimes

9:00 -10:45

- Experiences/Choice Time
- Diapering and toileting
- Dressing
- Sleeping and naptime
- Clean up

10:45 – 12:00

- Dressing
- Outdoor Play
- Dressing

12:30 -1:30

- Diapering and toileting
- Eating and mealtimes

1:30 – 3:00

- Sleeping and Naptime

3:00 – 3:45

- Diapering and toileting
- Eating and mealtime

3:45 – 4:30

- Experiences/Choice Time

4:30 -5:30

- Dressing/Outdoor Play/ Hellos and Good byes

#### Early Head Start Daily Communication

We encourage parents to talk with their child's teacher at drop-off and pick-up. It is important for the teacher to know information about your child, like how they slept last night, when they last ate, if they have taken medicine, if they are teething, etc. The sharing of this information is important to best meet your child's needs. Parents will receive a daily communication sheet either electronically or in paper format. It will communicate diapering, formula/meals information (foods, liquids, and time of day), developmental milestones, changes in behavior, and sleep habits.

#### Continuity of Care and Primary Caregiving System

Continuity of care is the high-quality practice of having teachers and children stay together for several years, rather than having children change teachers and groups of peers each year or more frequently. When children are with the same teachers over time, they get the attention and affection they need to have meaningful relationships and learn about themselves. Children thrive in these close relationships developed through continuity of care.

### Full Day Preschool Program Sample Schedule

<b>8:30-8:45</b>	<b>Arrival / Greeting Time:</b> Greet children. They may need help with their belongings, but help them to be as independent as possible.
<b>8:45-9:30</b>	<b>Hand Washing / Breakfast/ Tooth Brushing:</b> Children will wash their hands and may help set up for snack/breakfast. Adults encourage children to serve themselves, engage in conversations and model good table manners.
<b>9:30-9:45</b>	<b>Large Group Circle / Music and Movement:</b> 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.
<b>9:45-10:00</b>	<b>Planning Time:</b> Through small group experiences, children indicate their plans for Choice Time to adults. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, sing, planning individually, in pairs, in small groups).
<b>10:00-11:00</b>	<b>Choice Time</b> (children's hour of uninterrupted Choice Time): Children always initiate activities and make many choices about where and how to use materials. During Choice Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.
<b>11:00-11:10</b>	<b>Cleanup Time:</b> Children and adults clean up together keeping the spirit of play and problem solving alive.
<b>11:10-11:20</b>	<b>Recall Time:</b> Gathered in small group settings, children choose Choice Time experiences to talk about and reflect on. Adults provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage children to share (e.g., individual props, group games, re-enacting, drawing, showing and or describing what they did).
<b>11:20-11:40</b>	<b>Small Group Time:</b> 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.
<b>11:40-12:10</b>	<b>Outside Time:</b> Children have many choices about how they play in the outdoor learning environment much as they do during Choice Time indoors. Adults supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving.
<b>12:10-12:20</b>	<b>Bathroom / Hand Washing / Prepare for Lunch:</b> Children assist in preparation and set up.
<b>12:20-12:50</b>	<b>Lunch:</b> Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, and wipe up spills). Adults and children eat and have meaningful conversations together.
<b>12:50-1:50</b>	<b>Quiet / Rest Time:</b> Resting is a time for sleeping or quiet play on their cot. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.
<b>1:50-2:30</b>	<b>Wake Up / Bathroom/ Table Activities:</b> As children wake up, adults and children work together to put away cots. Children come to tables to participate in various manipulatives.
<b>2:30-3:00</b>	<b>Outdoor Time</b>
<b>3:00-3:20</b>	<b>Large Group / Read Aloud</b>
<b>3:20-3:50</b>	<b>Hand washing / Snack</b>
<b>3:50-4:00</b>	<b>Dismissal Time</b>

## **Culture Diversity & Classroom Celebrations**

Materials in the classroom are developmentally appropriate, clean, safe, foster learning and are designed to reflect the home and community cultures and special needs of children in the program. Materials depict a wide range of non-stereotyped role models and cultures. The home and community cultures of each class are used to choose materials included in the classroom. Materials reflect children's interests, parental hobbies, employment, and community traditions. Each child and family will be supported in their cultural values and norms of the home. All staff will have training opportunities annually to further their knowledge of enhancing their daily communications and curriculum planning.

### **Classroom Celebrations and Guidelines**

Holidays, birthdays and end of the year celebrations are very special occasions, which many children and families enjoy. At school, classroom staff will plan activities that are appropriate, meet program goals and requirements, and respect the values and traditions of all children and families in the program. No one is ever excluded due to their beliefs or practices.

In place of holiday, birthday parties, and end of the year celebrations, teachers sometimes plan and implement some of the ideas listed below with input from families and children.

- Demonstrations
- Discussions
- Finger plays
- Guest Speakers
- Hands on Educational Activities
- Song and Dance
- Stories
- Inviting families in to share photos, songs, or stories about their child



## Health Requirements

Healthy children and child development go hand in hand! When children are healthy, they learn better. Head Start offers comprehensive health services including services to women before, during and after pregnancy, assistance with well-baby and well-child check-ups; and immunization tracking. Behavioral, mental health and disability services are offered as needed. Nutrition education is provided. Children's health is very important in our programs, and there are several health requirements we must have on file. In addition, Hearing, Vision, and Speech screening may be offered in the program during the school year.

### **(1) Complete Physical Examination**

Children **must** have a current year physical examination on file within 30 days of child's first day of attendance in order to continue in the program. ***Please ensure that your doctor performs a complete physical and documents the information on the physical exam form.*** A complete physical includes: doctor's physical examination of the child, results of blood work (hemoglobin or hematocrit and lead level), blood pressure reading, height, weight, vision screening, hearing screening, and must have a doctor's signature. ***A sports physical is usually not thorough enough to meet these requirements and is therefore not acceptable.*** Additional medical forms may need to be completed by your child's doctor if a child has allergies, asthma, seizures, diabetes, and or other conditions that may require more information.

The Early Head Start program requires all children to follow the Early and Periodic Screening, Diagnostic and Treatment schedule (EPSDT) for well-child visits to ensure proper health and development of all children. Children **must** have a current well visit examination on file within 30 days of child's first day of attendance in order to continue in the program. ***Please ensure that your doctor performs a complete well child examination and documents the information on the physical exam form.*** A complete well child exam includes doctor's physical examination of the child, results of blood work (hemoglobin or hematocrit and lead level), blood pressure reading, height, weight, vision screening and hearing screening. ***A sports physical is usually not thorough enough to meet these requirements and is therefore not acceptable.***

In addition, well child examinations must be updated at scheduled intervals according to the EPSDT. Transportation can be provided by Early Head Start staff if necessary.

### **Required Well-Child visits for the State of Michigan EPSDT and Early Head Start Programs:**

- 2 months including immunizations
- 4 months including immunizations
- 6 months including immunizations
- 9 months including immunizations if behind schedule
- 12 months including immunizations
- 15 months including immunizations
- 18 months including immunizations if behind schedule
- 24 months including immunizations if behind schedule
- 30 months including immunizations if behind schedule
- 36 months including immunizations if behind schedule

**The EPSDT requires a lead screening at 12 and 24 months and hemoglobin at 12 months which can be completed at your child's well-child exam.**

## **(2) Up-To-Date Immunizations**

Children must have the series of immunizations that are recommended by the Michigan Health Department in order to attend the program. A copy of the child's immunization record must be in the child's file. Your child must be up to date on all required immunizations(4DPT, 1MMR, 3 Polio, 3 Hepatitis B, HIB series, PCV series and Varicella (chicken pox)). Failure to comply may result in the child's removal from the program.

## **(3) Waiver**

In 2014, Michigan modified the administrative rules that changed how nonmedical waivers for immunizations will be processed for school and childcare programs. This rule went into effect on January 1, 2015. The new rule allows the parent/guardian the opportunity to have their concerns and questions about immunizations addressed. It allows scientific-based education and resources to be provided.

The new rule requires parents/guardians who want to claim a nonmedical waiver to receive education from a county health department about the benefits of vaccination and the risks of vaccine-preventable diseases before claiming the waiver. A nonmedical waiver is a parent's/guardian's written statement indicating the religious or philosophical (other) objections to a particular vaccination(s). Based on the new rule, parents/guardians will no longer be able to submit an uncertified immunization waiver form to the school or childcare center.

### **Parents/guardians will need to:**

1. Contact their county health department to receive immunization waiver education and to obtain a certified State of Michigan Immunization Waiver Form with the name of the program the child will attending.
2. Take the certified State of Michigan Immunization Waiver Form to their child's school or childcare facility.
3. Waiver forms that are altered cannot be accepted by schools or childcare centers.

Parents/guardians will need to submit to the school or childcare center the completed, certified, nonmedical immunization waiver form and/or complete immunization record. Students who do not comply with having either a completed immunization record or a certified waiver form are to be excluded from school or childcare unless they are in the 'dose waiting' (provisional) period.

## **(4) Dental Screening**

Early Head Start and Head Start children are required to have a dental screening yearly.

### **(5) Screenings That May Be Done in the Program**

Dental Screening/examination at Mott's Children Health Center (MCHC), height and weight record, vision, hearing, blood pressure, hemoglobin, capillary (finger poke) lead screening, if not completed by physician and speech screenings.

### **Follow-up Services**

Parents will be assisted if needed, to obtain follow-up examination or treatment for a child's suspected or identified medical, dental, or developmental problems. *Screenings, physical exams and dental care can help detect and correct difficulties early and help children to overcome possible delays or challenges before they enter kindergarten.*

### Short Term Exclusion for Illness

The GISD Early Childhood Programs will adhere to the Genesee County Health Department policy for exclusion from school for communicable disease. In addition, when children arrive for school, teaching staff will observe the overall health of each child. If any unusual symptoms are noted, parents or guardians will be asked for additional information. If a child does not appear well enough to participate in school activities as usual, or has any symptoms requiring removal from school (see the following listing), the child cannot be allowed to attend or remain in school at that time.

#### Illness and Injury

In case of illness and injury, parents must keep their child's school informed with emergency phone numbers and any changes that might occur. The school nurse/administrator/designee will notify the parent/guardian of any illness or injury that occurs at school.

No student will be permitted to attend school if he or she has a fever, cough, respiratory illness, or diarrhea. The decision shall be made by the school nurse/administrator/designee.

Parents must notify the school if their child has any serious communicable disease: Hepatitis B, AIDS (Acquired Immune Deficiency Syndrome), ARC (Aids Related Complex), herpes, or other like diseases that may present potentially serious health problems for those who come in contact with the disease or the disease carrier. **Children can become sick quickly and infections spread easily among children.** Should this occur during school time, parents and guardians will be called to pick up their child from school. Parents and teachers should watch for the following symptoms and if present, the child should be at home:

- **Fever**- must be fever-free for seventy-two (72) hours without medication
- **Diarrhea**-The program will use as a guideline two (2) watery stools during one class period. They must be symptom free for 72 hours before returning to school.
- **Vomiting**- must be symptom free for the past 72 hours
- **Body rash**
- **Sore throat with fever and swollen glands**
- **Severe coughing**-child gets red or blue in the face, makes a high-pitched whooping sound after coughing, or has uncontrolled coughing
- **Eye discharge**- thick mucus or pus draining from eye, or pink eye
- **Yellowish skin or eyes**
- **Child is irritable, frequently crying, or requires more attention than can be provided without hurting the health and safety of the child or other children**

If any of these symptoms appear at school, please be advised that the teaching staff is instructed to:

- Immediately separate the child from the other children.
- Contact the parents or guardians to have the child picked up.
- Continue to observe the child for other symptoms.
- If the child does not respond, is having trouble breathing, or is having a seizure, call **911**.

Please consult your physician for diagnosis and determination of your child's readiness to return to school after such an illness.

- Chicken Pox
- Conjunctivitis
- Measles (Rubeola)
- German Measles (Rubella)
- Mumps
- Influenza (flu)
- Skin Lesions/Rash
- Whooping Cough

## Communicable Disease Information & Medication Procedure

Michigan law requires that schools report the possible occurrence of any communicable disease to the local health department on a weekly basis. To assist your child's school in reporting possible communicable diseases to GCHD and prevent possible outbreaks, please be specific when reporting your child's absence.

### When to Return to School?

In an effort to avoid your child contracting another illness, we request that the following criteria be met before your child returns to school.

- A signed doctor's note stating the condition and the date your child can return to school
- Temperature below 100.4° F without medication for 72 hours
- No diarrhea or vomiting for 72 hours
- No significant cough, nasal congestion or stomach ache

### Medication Procedure

Prescribed medications are prohibited on the campus unless written permission has been requested by the parent/guardian and endorsed by the physician. A "Medication Consent Form" must be obtained from the office, completed by the parent/guardian, endorsed by the physician, and kept on file in the office. The building administrator, school nurse, or designee in each program shall administer prescribed medications. A student that has parent/guardian and physician written permission may be able to self-administer and self-possess his/her own medications with administrative approval. (Does not include infants, toddlers, or preschoolers in our programs). Students, who must carry/administer insulin, epinephrine auto-injectors, or inhalers, must provide written approval from the student's physician and the parent/guardian.

## **Medication Policy**

The administration of medication by school personnel shall be authorized in writing and only performed in exceptional circumstances when administration by the parent at home is impossible or extremely difficult. Medication will be administered only by authorized school personnel. This authorization to administer medication shall be issued only in compliance with the following conditions:

- a) The Request of Administration of Medication form must be signed by the student's parent/guardian and filed with the building principal.
- b) Written instructions signed by the parent/guardian and the student's physician must be furnished and shall include:
  - 1) student's name, address, telephone number;
  - 2) physician's name, address, telephone number;
  - 3) pharmacy name, address, telephone number;
  - 4) name of medication, beginning date of administration;
  - 5) prescribed dosage, frequency and duration; parents shall be responsible for informing the district if the child has experienced side effects from the medication the child is to receive; termination date for administering the medication; special handling and storage instructions.
- c) Medication for students in preschool must be brought to school by an adult and in a container appropriately labeled by the pharmacy. Refill of the medication is the sole responsibility of the student's parent/guardian.
- d) The school nurse or other designated preschool personnel will:
  - 1) Inform appropriate school personnel of the medication.
  - 2) Keep a record of the administration of the medication which will include: date, time, dosage and person administering the medication along with the initials of an adult witness (this witness can be any school employee/or adult).
  - 3) Keep medication in a locked cabinet and or stored properly out of the reach of children.
  - 4) Return the unused medication only to the student's parent/guardian (a student may return his/her inhaler).
  - 5) Any medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.
- e) The student's parent/guardian assumes responsibility to immediately inform the building administrator or his/her designated representative of any change in the child's health or change in the medication, including the discontinuation or modification of the medication.
- f) In no instance are district personnel to administer an initial dose of new medication to student.
- g) Forgotten doses of home medication will not be made up at school.
- h) Student self-possession and/or self-administration of medication for preschool students are prohibited unless the student's health is endangered by this prohibition.
- i) No staff member will be permitted to dispense non-prescribed medication (OTC) to any student without a doctor's order.

**Children that require medication cannot start school until all applicable health / nutrition care plans / medications are on file at the school.**

## **Hand Washing & Universal Precautions**

### **Children and Staff Hand Washing**

Hand washing has long been established as one of the most important things we can do to prevent the spread of illness. Germs and illness can spread very quickly in child care settings. The following health care procedures and practices are consistently used in the classroom to cut down on cross-contamination between people and to keep children healthy and safe.

#### **In our classrooms, hand washing recommendations for workers are as follows:**

- Upon arrival at school/center
- Before and after setting up snacks/food for student consumption
- Before and after helping student use the bathroom.
- After handling items soiled with body fluids such as blood, drool, urine, stool, or discharge from nose or eyes
- After handling an ill child
- After using the bathroom or taking care of other personal needs (i.e., nose wiping), and eating

#### **In our classrooms, hand-washing recommendations for students are as follows:**

- Upon arrival in the morning
- After using the bathroom
- Before and after eating food
- After they have touched a child who may be sick or who has handled soiled items
- After sneezing, coughing, and or blowing/wiping their nose

#### **Recommended method for hand washing is as follows:**

- Rub hands vigorously for at least 20 seconds using warm water and soap.
- Wash between fingers and back of hands and wrists.
- Rinse hands well under running water and dry thoroughly with a clean paper towel.
- Turn off water using a paper towel instead of bare hands. This helps prevent acquiring new germs on already clean hands.

### **Handling Children's Bodily Fluids**

In our classrooms, universal precautions shall be observed in order to prevent contact with blood or other potentially infectious materials (OPIM). Gloves will be worn for all tasks that may cause exposure to blood or OPIM shall be considered infectious regardless of the perceived status of the source individual.

After removing gloves, staff will wash their hands as recommended in our hand-washing policy.

### **Cleaning and Sanitizing of all Equipment, Toys, and Surfaces**

Tabletops will be washed before and after food is served and as they become soiled. Toys will be washed when they come in contact with a child's mouth or saliva. Equipment will be washed daily or weekly as needed.

**Three Step Process for Sanitation includes:**

- 1) Clean with soap and water.
- 2) Rinse thoroughly.
- 3) Spray with bleach water.

**Process for sanitation while on field trips:**

- Bleach wipes will **ONLY** be used while on field trips and out of the proximity of running water.

**Controlling Infection, Including Universal Precautions**

In order to prevent the transmission of HIV (AIDS), Hepatitis B and other blood borne pathogens, the Genesee Intermediate School District will use universal precautions.

**Universal precautions are defined as:**

Guidelines designed to protect workers with occupational exposure to blood borne pathogens. Medical examination does not always identify all person infected with HIV or Hepatitis B, or other blood borne pathogens, therefore, the Genesee Intermediate School District will consider all blood and body fluids infectious and will follow the following universal precautions as pertaining to school environments when coming into contact with blood or bodily fluids:

- 1) Gloves will be worn for contact with blood, body fluids, mucous membranes, or open wounds, and for handling items or surfaces soiled with blood or body fluids. Approved latex or vinyl gloves should be worn. Gloves are never to be washed and reused.
- 2) Hands and other skin areas must be washed thoroughly if contact with blood or body fluids. Hands should be washed immediately after gloves are removed.
- 3) Saliva is not considered by the Center for Disease Control to transmit HIV but it is a body fluid and mouth-to-mask ventilation devices will be available for resuscitation and shall be used by trained personnel.
- 4) Designated First Aid caregivers shall be required to attend or review following yearly:
  - a) Universal precautions
  - b) HIV/HBV infections/transmissions
  - c) Handling of infectious waste

**Health Related Resources**

The following is a list of resources available for preschool staff and parents who have questions concerning health related topics:

**[Comprehensive School Health Unit](http://www.michigan.gov/mde)  
**[Michigan Department of Public Health](http://www.michigan.gov/mde)****

[www.michigan.gov/mde](http://www.michigan.gov/mde)  
(989) 373-7247

**[Centers for Disease Control](http://www.cdc.gov)**

[www.cdc.gov](http://www.cdc.gov)

**[Michigan Childhood Immunization Registry](http://www.MICR.ORG)**

[www.MICR.ORG](http://www.MICR.ORG)  
(888) 243-6652

**[Teacher's Resources](http://www.pbslearningmedia.org)**

[www.pbslearningmedia.org](http://www.pbslearningmedia.org)

**[School Health](http://www.Schoolhealth.org)**

[www.Schoolhealth.org](http://www.Schoolhealth.org)

## **Policies: Accidents & Emergency**

Our goal is that every child will be safe while in our care. Parents will be notified if a child experiences an injury or illness and is too ill or injured to remain at the program. In case of emergency such as fire, tornado, or lockdown, the center will assume responsibility for the safety of children, following outlined emergency procedures including evacuation and relocation of children if needed. Whenever necessary, parents will be notified using phone numbers provided on emergency cards as needed. Staff is regularly trained in first aid, CPR, emergency drills and emergency procedures to ensure the safety of children.

### **Health Care Plan**

Daily Assessment of Children's Health Children's general health will be assessed upon arrival daily. If a child shows any sign of illness, he/she will be evaluated further and staff will determine if a parent needs to be called. Please consider keeping your child home if they are exhibiting any signs of illness.

### **Illness Care Plan**

When a child shows signs of illness such as cough, nausea, or lethargy a call will be made to the parent for transportation home. If unable to reach a parent, the next person on the emergency card will be notified. Students with fever above 100.4 degrees, vomiting, diarrhea or constant cough will be sent home.

### **Illness/Accident Care Plan**

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

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 or bloody noses:

Student will be given immediate first aid care by the preschool staff in accordance with their first aid training. The parent will be notified by note or phone call.

If child has bumped their head and display signs of a concussion as described in the Understanding Concussion Fact Sheet, 9-1-1 will be called immediately, parent will be called right after and parent will be made aware of the situation that took place and action followed.

### **For major emergencies such as seizure or unconsciousness:**

9-1-1 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 program staff.

### **Fire/Tornado/Lock-down Drill**

Fire drills are a necessary precaution for safety.

- There will be no warning signal. As the bell sounds, all students should form a line ready for exiting.
- No talking.
- Move quickly without running.
- Go where directed.
- Lock-down drills will be conducted at least twice per school year.
- When in "lockdown" only law enforcement and emergency personnel will be permitted to enter or exit the building.



## UNDERSTANDING CONCUSSIONS

Educational Material for Parents and Students (Content Meets MDCH Requirements)

Sources: Michigan Department of Community Health. CDC and the National Operating Committee on Standards for Athletic Equipment (NOCSAE)

Some Common Symptoms				
Headache	Balance Problems	Sensitive to Noise	Poor Concentration	Not "Feeling Right"
Pressure in the Head	Double Vision	Sluggishness	Memory Problems	Feeling Irritable
Nausea/Vomiting	Blurry Vision	Haziness	Confusion	Slow Reaction Time
Dizziness	Sensitive to Light	Fogginess	"Feeling Down"	Sleep Problems
		Grogginess		

### WHAT IS A CONCUSSION?

A **concussion** is a **type of traumatic brain injury** that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you have not been knocked out.

You can't see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

### IF YOU SUSPECT A CONCUSSION:

1. **SEEK MEDICAL ATTENTION RIGHT AWAY** – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don't hide it, report it. Ignoring symptoms and trying to "tough it out" often makes it worse.
2. **KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don't let the student return to play the day of injury and until a health care professional says it is okay. A student, who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.
3. **TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

### SIGNS OBSERVED BY PARENTS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Can't recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

**CONCUSSION DANGER SIGNS:**

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Repeated vomiting or nausea
- restless or agitated
- Is drowsy or cannot be awakened
- Slurred speech
- Has unusual behavior
- A headache that gets worse
- Convulsions or seizures
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)
- Weakness, numbness, or decreased coordination
- Cannot recognize people/places
- Becomes increasingly confused,

**HOW TO RESPOND TO A REPORT OF A CONCUSSION:**

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. To learn more, visit the [CDC website](http://www.cdc.gov/concussion) www.cdc.gov/concussion.

**\*\*Parents must sign the Understanding Concussion Awareness Release located on our GISD Early Childhood Program’s All Purpose Permission Form.\*\***

## **Nutrition Services**

Genesee Intermediate School District's Early Childhood Programs recognizes that good nutrition and regular physical activity affect the well-being and health of all students. Our sites, in cooperation with the Federal CACFP (Child and Adult Care Food Program) and the NSLP (National School Lunch Program) provide healthy and nutritious snacks and meals for the children. We will provide formula and baby food for infants (up to 12 months old) who are not ready to drink cow's milk or eat table food.

### **Nutrition Policy**

Our programs follow the guidelines of the LARA Bureau of Community and Health Systems Child Care Licensing and the CACFP (Child and Adult Care Food Program). Breakfast, Lunch, and Snack are provided free of charge to enrolled children. Parents are required to complete a free and reduced lunch form. Sites implement "family style" dining. This means the children will pour, pass, and serve themselves. Children and adults will eat the same foods as a group. Foods served reflect the home and community cultures and are high in nutrients and low in fat, sugar, and salt. In the event of a special occasion, please review our classroom celebration section. Early Head Start and Head Start do not allow any outside food items. If your child has food allergies or the need for a special diet, please provide staff with a written plan from your child's doctor, and the program will make accommodations for a special diet.

### **Meal Service**

The goals of our Meal Service Program are to provide a wide variety of nutritious food of the highest standard of quality and sufficient quantity to meet the growth, development, and allergic needs of each child we serve. We encourage healthy eating habits by creating a relaxed, caring, and unhurried atmosphere where foods are served family style. Staff will provide support and encourage socialization.

### **Bottle Feeding**

GISD Early Head Start provides bottle-fed babies with bottles to be kept at the school. Formula remaining in a bottle after feeding must be discarded. Only formula, breast milk, or whole milk will be placed in your child's bottle. No bottles will be served with cereal, juice, or other food products in them.

If your child is breast-fed and you forget to bring in breast milk the infant will be fed our formula. We will try to get in touch with the parent first to see if breast milk can be supplied in a timely manner. However, if we are unable to get in touch with the parent and the child is hungry, we will feed them the formula served at school.

Infants will be held and fed when they are unable to sit up on their own. As your child grows and becomes more capable of eating independently, they will be placed in a low chair with an attached tray and encouraged to use their fingers for eating "finger foods" as well as using infant utensils. As infants gradually start to eat cereals, jarred foods, and table foods, parents will inform the primary caregiver in the classroom about what their child can eat. It is recommended that infants try new foods at home first, then parents can add the new foods to the classroom list.

## **Child and Adult Care Food Program (CACFP)**

The GISD Early Childhood programs are a participant in the Child and Adult Care Food Program (CACFP), a United States Department of Agriculture (USDA) program. The CACFP provides cash reimbursement to childcare programs for nutritious meals and helps children develop healthy eating habits. The CACFP is administered by the Michigan Department of Education (MDE).

Through the Child and Adult Care Food Program, you can be assured that your child is getting balanced, nutritious meals and developing healthy lifelong eating habits. Proper nutrition during the early years ensures fewer physical and educational problems later in life.

As a participant in the CACFP, your childcare center receives reimbursement for serving nutritious meals and snacks. Meals and snacks must meet the USDA meal pattern requirements listed below.

### **Breakfast**

- Milk
- Fruit, Vegetable, or Juice
- Grain/Bread

### **Lunch**

- Milk, 2 Fruit/Vegetable servings
- Grain/Bread
- Meat or Meat Alternative

### **Snack**

- Serve two from the following four food groups. Milk, Fruit/Vegetable servings, Grain/Bread, and or Meat or Meat Alternative

Children less than one year old: Foods in the infant meal pattern vary according to the infant's age. If your child is less than one year old, please request the infant meal pattern requirements from our center.

MDE is required to verify the enrollment, attendance and meals/snacks typically consumed by children while they are in care. MDE staff may contact you regarding your child's participation in our day care center.

If you have any questions about the Child and Adult Care Food Program, please contact:

Food Bank of Eastern Michigan 2300 Lapeer Rd. Flint MI 48503 (810) 396-0200

Child and Adult Care Food Program/ Michigan Department of Education

P.O. Box 30008 Lansing, Michigan 48909 (517) 373-7391

## **NSLP (National School Lunch Program)**

The National School Lunch Program is a federally assisted meal program operating in over 100,000 public and non-profit private schools and residential childcare institutions. It provides nutritionally-balanced, low cost or free lunches to over 30 million children each school day.

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 wish to file a Civil Rights program complaint of discrimination, complete [the USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202)690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov).

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

## **Parent Involvement Opportunities**

Parents are their child's first teacher. This role does not end when children go to school. Children adjust better to school and achieve more when parents and teachers communicate and work together. Parent engagement is crucial to positive child outcomes. The GISD Early Childhood Programs provide a variety of opportunities for parents to become involved in the program and regularly seeks input from parents.

### **Attending/Participating in Meetings**

Parents are welcome to attend and participate in meetings, workshops or serve on committees and be included in making decisions about the program.

#### Local Advisory Committee

- Annual orientation/training to instill confidence in parents as active group members and decision makers.
- Includes representation from GSRP teaching staff.
- One parent for every 18 enrolled children.
- A focus on local considerations, including recruitment/enrollment, Preschool Program Quality Assessment (PQA) results and child outcome data.
- Meets minimally twice per year.
- Liaison to the Great Start Collaborative Parent Coalition (GSPC)

#### Data Analysis Team

- Early Childhood Specialist (ECS) as leader.
- Made up of teaching teams, supervisor, parents, and specialists/stakeholders.
- Meets minimally 3 times each year.
- Analyzes aggregated program and child outcome data by sub recipient.
- Sets goals and monitors progress toward goals.
- Reports to the local GSRP Advisory Committee, school board, parents and the public.

#### Great Start Readiness Program Advisory Board

Review and make recommendations monthly regarding:

- Collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage;
- Partnership with the local GSC, Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP;
- 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;
- The choice of an approved curriculum;
- 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;
- CLASS and Child Outcome data;
- Continuous improvement efforts, a focus of support for early childhood & school readiness.
- Transition into kindergarten.
- Work with other parents in the region, and liaison(s) to local GSRP Advisory Committees.

Head Start Parent Committee & Parent Policy Council

- Parents from each Early Head Start and Head Start site are elected to serve.
- Meets monthly.
- Parents who serve on this committee are included in making decisions about the total program including curriculum, assessment, selection and enrollment criteria, personnel, budget, evaluation, etc.

School Readiness Advisory Committee (SRAC)

- Early Childhood Coordinator (ECC) as leader.
- Committee is a workgroup of the GSC.
- Annually review and make recommendations for change on the same items listed above for GSRP Advisory Board.

Great Start Parent Collaborative Parent Coalition (GSPC)

- Work with other parents in the region
- A focus of broad support for early childhood and school readiness
- Includes liaison(s) to local GSRP Advisory Committees

### **Volunteer Opportunities**

One of the best ways of adding to a child's learning experience during his/her school year is by volunteering in the classroom and attending our parent/child events, field trips, center meetings or workshops. By participating, parents are showing their child that they care about his/her education. It is also a great way to link the child's home to school, which will help reinforce learning activities in the home.

Parents and volunteers do not have unsupervised contact with children within the Genesee Intermediate School District's Early Childhood Programs. Employed staff supervise volunteers at all times. Volunteers must complete a volunteer application and screening process as determined by the local school district.

According to GISD Board of Education policy and State of Michigan Licensing rules, volunteers must follow specific guidelines in order to participate in our Head Start programs. These guidelines include but are not limited to completing a volunteer registration form, , submitting information for a Sex Offenders and Criminal History clearance check, and providing negative TB test documentation. Parents interested in volunteering can ask the Family Engagement staff or other staff for the forms needed and/or for more information.

### **Male Involvement Program: FAME-Fathers and Males Engaged**

Children need a positive male role model in their lives. When a positive male role model is involved, children do better in school, they show better self-control, and have more self-confidence. GISD Early Head Start and Head Start provides many opportunities for male involvement.

### **Female Involvement Program: WOW-Women of Worth**

Children need a positive female role model in their lives. When positive female role models are involved, children perform better academically, develop greater self-confidence and have increased academic success. Women on Worth encourages female involvement in our school and classrooms.

### **Family Involvement Program: FACES - Families and Children Engaged in Sports**

A variety of pre-school sports will be available for Head Start children and families to participate in. These may include flag football, t-ball, soccer, bitty ball and cheerleading. Sports are a great opportunity for the whole family to have fun.

## Family Partnership Agreement

Our program's *mission* is to partner with families to provide positive child and family outcomes, to help close the achievement gap, and to help build a better future for children, families and the communities served by the GSRP and Head Start program. Family Engagement Staff will assist parents with concerns, problems, and personal and/or family goal setting.

We encourage families to commit to do the following:

### ATTENDANCE

- I will bring my child to school every day except for when he/she is ill and I will notify staff if my child will be absent from school within **one hour** of the school's start time. I understand that if I do not notify program staff of my child's absence, staff will call to follow up.
- I will drop off my child no later than **15** minutes after class starts and pick up no later than **5** minutes after class dismissal.

### EDUCATION

- I will attend parent orientation and actively **participate** in at least two home visits, as well as two parent/staff conferences. I will complete all of the program's required developmental screenings (ASQ SE, ASQ 3, etc.) for my child. I will dress my child appropriately to go outside on a daily basis as required by the State of Michigan's Child Care Licensing Rules.
- I will spend time at home on parent and child activities that will help promote my child's development, such as using positive discipline, providing language rich experiences, establishing family routines and reading to my child daily.
- I will refrain from using my telephone when I am picking my child up and dropping him / her off to school so that I can engage with my child's teacher to learn about my child's day. In addition, I will conduct myself in a manner consistent with school rules in order to ensure a calm and safe environment for all of our children, families and staff.

### FAMILY ENGAGEMENT

- I will partner with my child's teachers to set goals for my child. I will volunteer in my child's class or school when my schedule will allow.

### HEALTH

- I understand that I am required to provide program staff with an up to date physical, immunization record, any other health/medical documentation as needed for my child, and a dental exam as required for Head Start.

### The GSRP and Head Start Program will do the following:

- Provide a high-quality Early Childhood Education experience with a strong focus on literacy, social emotional skills and development.
- Continually share information about your child's development and treat you with dignity and respect, including respecting your cultural and religious preferences. Support and encourage ways to work together to help your child's needs.
- Provide a welcoming environment and opportunities for you to **participate** and **volunteer** in your child's program.
- Communicate openly and honestly with your family via newsletter, home visits, parent / teacher conferences, and personal contact.
- Provide parent meetings with professional development opportunities.



## **Policies: Transportation Services: Bus & Pedestrian Safety Tips for Children and Parents**

Great Start Readiness Program bussing is available in most school districts. GISD Head Start Program offers limited bussing and utilizes selected community hubs for pick-up and drop off. You will be notified if transportation is not available within your district. Students must be walked to and picked up from the bus door by a parent/guardian. If your child does not ride the bus, please walk them directly to the classroom door. Children are allowed two bus locations (i.e., home and day care).

In addition, preschool children are transported by bus for field trips. Prior written permission to ride the bus must be given in order for a child to attend a field trip. Bus safety is a priority for the GISD Early Childhood programs. School bus safety starts at home. Please practice the following bus safety guidelines with your child.

### **Getting Ready for School**

- Leave home so arrival is 5-10 minutes before the bus is due.

### **Walking to the Bus Stop**

- Practice good pedestrian behavior by walking on sidewalks and staying out of streets.
- If you must walk in the street, hold your child's hand, walk single file, face traffic, and stay as close to the edge of the road as you can.
- Practice with your child looking to the left, right and left again if you must cross the street. Do the same at driveways and alleys. Children should always be escorted by hand with an adult when crossing a street or parking lot.

### **Waiting at the Bus Stop**

- When dropping off or picking up your child by car, adults should park in designated parking spots.
- Respect the "Danger Zone." The Danger Zone is 10 feet (5 giant steps) on all sides of the bus. Make sure you and your child stay at least 10 feet away from the bus until they board.

### **Getting On and Off the Bus**

- An adult must assist children on and off the bus.
- Always cross the street 10 feet (5 giant steps) in front of the bus so the driver sees can see you and your child. Never go behind.

### **Riding the Bus**

- Be courteous to the driver and follow the driver's instructions.
- Children should sit facing forward, with all body parts away from the aisle and inside the vehicle.
- Children should stay seated for the entire bus ride in the seat belt, harness, or car seat.



School bus safety starts at home! Please practice the above rules with your child!!

## **Policies: Communication & Staff Complaints**

### **How to Effectively Communicate**

Genesee Intermediate School District's Early Childhood Programs are committed to having effective communication with parents and the community. We believe open lines of communication are essential to the educational process. Parents are advised to contact their child's teacher(s) or educator in charge of the class or program via voicemail or e-mail when a question or concern arises.

If your child's teacher(s) cannot assist you in addressing your concerns in a satisfactory way, please follow the communication contact ladder below for questions or concerns. The chart also serves as a resource to parents and the community regarding communications with various departments for other concerns or questions.

Staff members will make a concerted effort to field all parent inquiries in a timely fashion (within one business day). Please note that during instructional time teaching staff are dedicating their time to students and classroom and/ thereby, may not correspond to you immediately during the school day. In the event of an emergency during the school day, please contact the Main Office in your assigned districts.

### **Concern Contact Procedure:**

If there is a concern or complaint regarding our programs, it should be handled in the following way:

#### **Step 1**

First and foremost, talk directly to the person(s) directly involved. Most concerns can be resolved in this way. If not however, go to Step 2.

#### **Step 2**

Depending on the nature of the concern, it could be discussed with the Site Coordinator of your child's program. If the concern is not satisfactorily resolved, go to Step 3.

#### **Step 3**

Take GSRP concerns to the GSRP Early Childhood Coordinator.

Take Early Head Start or Head Start concerns to Director of Early Childhood Programs.

Written complaints may be addressed to Director of Early Childhood Programs 2413 W. Maple Ave.  
Flint, MI 48507

If the concern is not satisfactorily resolved, go to Step 4.

#### **Step 4**

Take the concern to the Executive Director of Countywide Programs, Genesee Intermediate School District.

## **GISD Policies and Notifications**

### **Child Abuse and Neglect**

The Michigan Child Protection Law, requires that any school administrator, teacher, nurse, counselor, social worker or child care worker report all cases of suspected child abuse or neglect on behalf of children under 18 years of age. The law provides legal immunity for such persons acting in good faith and making reports or assisting in any other requirements of the law. Furthermore, school staff must report suspected abuse or neglect for vulnerable adults.

### **Weapons**

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle.

The term "weapon" shall include a firearm (including a starter gun or pistol except as referenced in Board Policy 5772) or any device which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device; a dagger, dirk, stiletto, knife with a blade over three (3) inches in length, or pocket knife opened by a mechanical device, an iron bar or brass knuckles or, any other weapon as set forth in 18 USC 921. This policy also prohibits any electronic device or spring/manually loaded device that inflicts or causes pain or suffering, including BB pellet, paintballs and bows, unless the device is required for curriculum or course work and has the approval of the Superintendent. When this is the case, the approved staff shall be required to adhere to the appropriate safety standards. Additionally, a detailed inventory shall be maintained at all times.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including permanent expulsion.

### **Weapons-Free School Zone**

The Board of Education, operating within their legal duty to ensure student safety while at school, en route to school, or at school sponsored activities, and an educational environment free from disruption, declares all properties owned or leased by the District as Dangerous Weapon and Disruption-Free Zones. No student in possession of a dangerous weapon will be allowed to remain on property owned or leased by the District at any time, including but not limited to when students are at school, en route to or from school or at a school sponsored activity in accordance with this policy to maintain the least disruptive educational environment and to ensure the safety and welfare of students.

This prohibition does not apply to officers duly sworn to and in good standing with public law enforcement agencies. An individual who possesses a valid concealed pistol license is also prohibited from carrying a concealed pistol on the premises of a school or school property, except concealed carry as expressly authorized by MCL 28.425o. A parent or legal guardian of a student of the school is not precluded from carrying a concealed pistol while in a vehicle on school property, if he or she is dropping the student off at the school or picking up the student from the school. [MCL 28.425o.] Other exceptions expressly provided by MCL 28.425 to include, but are not limited to retired police officers, judges,

licensed private investigators, corrections officers, or parole officers, who have a concealed pistol license.

### **Audio/Visual Recordings**

No student, parent/guardian, or visitor shall be allowed to videotape students or staff members while on school property or in attendance at school-sponsored or school-related events to which the public is not invited, without the prior approval of administration. Use of audio or visual equipment to record classroom activities must be preapproved by the building principal and the teacher. Recording of other school activities to which the public is invited will be in accordance with Board Policy 9160-Public Attendance at School Events.

### **Removal/Banning from School Property**

A person, including a parent, may be banned from going onto school property in order to preserve order in the educational process or to protect students from potential harm. In accordance to the Michigan Sex Offenders Registration Act, registered sex offenders shall not reside, work, or loiter with a school safety zone. GISD reserves the right to require that a parent who is on the sex offender registry be accompanied by a GISD chaperone while the parent is attending an event for his or her student.

### **Search and Seizure**

Search of a student and his/her possessions may be conducted at any time the student is under the jurisdiction of the board of education, if there is reasonable suspicion that the student is in violation of law or school rules and that the search will uncover evidence of the law or rule violation. A search may also be conducted to protect the health and safety of others. Searches may be conducted with or without a student's consent. Any law enforcement agency having jurisdiction over the school may assist the school personnel consistent with state and federal law.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The GISD reserves the right not to return illegal items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

### **Asbestos Notice to Parents / Guardians / Students / Staff**

Each year the Genesee Intermediate School District must notify parents, guardians, students and staff that we have complied with State and Federal regulations pertaining to asbestos inspections and review. Nova Environmental, Inc., of Ann Arbor, Michigan, conducts the required inspections in all of our facilities on a scheduled basis, including reinspections, in accordance with Asbestos Hazard Emergency Response Act (AHERA) regulations. . The GISD's 6-month surveillance was completed on February 17, 2020. We are found to be in compliance with required regulations. The GISD's three-year re-inspections are scheduled for Fall 2022.

Genesee Intermediate School District buildings are in excellent condition with respect to asbestos. All of the areas requiring operation and maintenance activities identified in the last re-inspection have occurred. Parents, guardians, students and staff should be aware that building reports, located in each principal's office, are available for review at any time.

### **Pesticide Notice to Parents / Guardians**

Each year the Genesee Intermediate School District must notify parents and guardians of the use of insect spray in the facilities. The Genesee Intermediate School District, only on an as-needed basis, uses the non-commercial insect spray Down & Out, Fly and Insect Killer. The product is used only in non-food areas, and its primary use is to control flies, mosquitoes, ants and other common pests that may occur. For sustained control of other pests, the district uses insect baits, which provide no airborne activity.

The required Safety Data Sheet is on file for this product. If parents or guardians are aware of a problem related to their student(s) in using this product, please contact the building principal.

### **District Website**

Much of this information found in this handbook is based on GISD Board Policies. Parents may use this up-to-date resource to find all-encompassing school district information. You will find a general overview of any school in the Genesee Intermediate School District. You will also find legal notices, special events, and board policy information regarding the Genesee Intermediate School District at the following: [www.geneseeisd.org/Inside GISD/Board of Education/Board Policies](http://www.geneseeisd.org/Inside%20GISD/Board%20of%20Education/Board%20Policies)

### **Background Check of Employees**

All employees, volunteers, and interns must complete the Department of Health and Human Services Clearance Check for substantiated child abuse and neglect prior to any contact with children and every two years after. In addition, a criminal record check is performed using the Michigan Department of State Police's internet criminal history access tool (ICHAT) before making an offer of employment or internship to a person. Full-time employees may also be required to complete a national fingerprint/background check.

### **Smoking/Drug/Alcohol Policy**

Smoking, using, or possession of any tobacco products including electronic cigarettes and vaping products; consuming alcohol, and/or using/possessing legal and illegal drugs are prohibited in and outside of the preschool at all times, including field trips.

### **Cell Phone & Social Media Policy**

Parents are asked to avoid using cell phones in the school and classroom. Phone calls are a distraction to the learning environment. Parents are asked to refrain from posting pictures or mentioning the name of your child's classmates on all forms of social media without permission from the other child's parents. We appreciate your cooperation with this request.

## Student Records

### Annual Notification of Rights and Designation of Directory Information

Each year the GISD is required to give notice of the various rights accorded to parents or students pursuant to the Family Educational Rights and Privacy Act ("FERPA") and section 1136 of Michigan's Revised School Code. The term "eligible student" refers to a student who is "emancipated," eighteen (18) years of age or older or attending a post-secondary institution. "Emancipation" is defined under MCL 722.1 as "the termination of rights of the parents to the custody, control, services and earnings of the minor." In accordance with FERPA and state law, you are notified of the following:

1. RIGHT TO INSPECT:

You have the right to inspect and review your education records maintained by or at the GISD Early Childhood Programs within 30 days of the day, the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. RIGHT TO REQUEST INFORMATION:

You have the right to request in writing the following information:

- a. Student record information disclosed to any person, agency, or organization;
- b. The name and contact information of each person, agency, or organization to which the information has been disclosed; and
- c. The legitimate reason that the person, agency, or organization had for obtaining the information.

The district is not required to report student information that is disclosed in certain circumstances, as outlined in section 1136(3) of the revised school code.

3. RIGHT TO REQUEST AMENDMENT:

You have the right to seek to have corrected any parts of an education record, which you believe to be inaccurate, misleading, or otherwise in violation of your student's privacy. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a privacy violation. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If no change is made to the education record after the hearing, you have a right to place a written statement in the record.

4. RIGHT TO PREVENT DISCLOSURES:

You have the right to prevent disclosure of education records to third parties including recruiters of the U.S. Armed Forces with certain limited exceptions. It is the intent of the Board of Education to limit the disclosure of information contained in your education records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA or section 1136 of the Revised School Code which allow disclosure without prior written consent. One such exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA; persons or companies with whom the Board has contracted to perform a specific task (such

as an attorney, auditor, insurance representative, or medical consultant), contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers).

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. FERPA permits schools to comply with court orders addressing child abuse, neglect, or dependency matters without attempting to first notify parent of student.

5. RIGHT TO COMPLAIN:

You have the right to file a complaint with the United States Department of Education concerning the alleged failure of the GISD Early Childhood Programs to comply with FERPA. Your complaint should be directed to:

Student Policy and Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5920  
1-800-USA-Learn (1-800-872-5327) or [studentprivacy.edu.gov](http://studentprivacy.edu.gov)

6. RIGHT TO OBTAIN POLICY:

You have the right to obtain a copy of the policy adopted by the Board of Education in compliance with FERPA. A copy may be obtained in person or by mail from:

**Office of the Superintendent**  
Genesee Intermediate School District  
2413 W. Maple Avenue  
Flint, Michigan 48507-3493  
**Or at [www.geneseeisd.org](http://www.geneseeisd.org)**

7. RIGHT TO OBJECT TO RELEASE OF DIRECTORY INFORMATION:

Generally, school officials must have written permission from the parent of a student or an eligible student before releasing any information from a student's record. However, FERPA allows school districts to disclose, without consent, "directory" type information. The Board of Education has designated the following personally identifiable information contained in a student's education record as "directory information":

- a student's name
- participation in officially recognized activities and sports

The Superintendent or designee will also develop a list of uses for which the District commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his or her child's directory information disclosed for one (1) or more of these uses. A parent may also elect, through the GISD opt-out form, to prevent disclosure of any directory information.

Each student's parent/guardian will be provided the opt-out form within the first thirty (30) days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

If an opt-out form is signed and submitted to the District by a student's parent/guardian, the District will not include the student's directory information in any of the opted-out uses as identified on the signed and submitted opt-out form. A student who is at least age eighteen (18) or is an emancipated minor may act on his or her own behalf with respect to the opt-out form.

### **Protection of Pupil Rights Amendment**

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 123h, requires GISD to notify you and obtain consent to allow your child to participate in certain school activities. These activities include student surveys, analysis, or evaluations that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parents;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Currently, **GISD Early Childhood Programs** does not have any such activities scheduled. For surveys and activities scheduled after the school year starts, **GISD Early Childhood Programs** will obtain parental consent and provide parents notification and an opportunity to review the surveys and activities. Please note that this right to notice and consent transfers from parents to any student who is 18 years old or an emancipated minor.

### **Parent Rights and Cooperation**

It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil’s parents and legal guardians to develop the pupil’s intellectual capabilities and vocational skills in a safe and positive environment (MCL 380.10). **GISD Early Childhood Programs** parents have the right and responsibility to:

- a) Review curriculum, books, and teaching materials at a reasonable time, place, and manner. (MCL 380.1137)
- b) Observe instructional activities for class in which their student is enrolled and present, provided that the parent’s presence does not disrupt the learning environment and that the parent complies with reasonable school policy. Parents are not allowed to observe testing. (MCL 380.1137)





Genesee Intermediate  
School District

### STUDENT DIRECTORY OPT-OUT FORM 8330 F17

“Directory information” is information contained in a student’s education record that is not generally considered harmful or an invasion of privacy if disclosed. The Board has designated the following information about each student as "directory information":

- Student name
- Participation in officially recognized activities and sports

Directory information will not be provided to a for-profit business entity.

If you **do not** want your student’s directory information released for one or more of the purposes listed below, please return the completed and signed form to your student’s school office by DATE [within first 30 days of school year]. Your opt-out request will be recorded in the ISD’s student information system. If you do not wish to opt-out of any of the above common uses, you do not need to return this form or take any other action.

The Genesee ISD **may not** share/use my student’s directory information for the following purposes:

- ISD publications, including but not limited to yearbook, graduation program, theater playbill, athletic team or activity roster, newsletter.
- Prospective employers for the student.
- School PTO or parent organization.

Federal and State law require the District to release a secondary school student’s name, address, and telephone number to U.S. Military recruiters and institutions of higher education upon request. If you do not want your student’s information released for one or both of those purposes, please check one or both of the boxes below:

- Do not release my student’s name, address, or telephone number to U.S. Military recruiters without my prior written consent.
- Do not release my student’s name, address, or telephone number to institutions of higher education without my prior written consent.

\_\_\_\_\_  
Print name of Student

\_\_\_\_\_  
School

\_\_\_\_\_  
Print name of person signing and state relationship to student

\_\_\_\_\_  
Signature of parent/guardian/adult student

\_\_\_\_\_  
Date

### **Non-Discrimination**

The Genesee Intermediate School District believes that any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

The following individuals to serve as the District's Compliance Officers:

Deputy Superintendent  
Genesee Intermediate School District  
2413 W. Maple Avenue  
Flint, MI 48507  
810-591-4400

Executive Director of Human Resources  
Genesee Intermediate School District  
2413 W. Maple Avenue  
Flint, MI 48507  
810-591-4400

Director of Compliance and Special Services Administration  
Genesee Intermediate School District  
2413 W. Maple Avenue  
Flint, MI 48507  
810-591-4400

The Compliance Officers are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access.

## **Grievance Procedures for Nondiscrimination and Equal Opportunity/Access**

### **Investigation and Complaint Procedure**

Any student who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through either the informal and/or formal complaint procedures below.

### **Informal Procedure**

The goal of the informal complaint procedure is to quickly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint is not required as a precursor to the filing of a formal complaint.

Students who believe that they have been unlawfully discriminated/retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

The School District's informal complaint procedure is designed to provide students who believe they are being unlawfully discriminated/retaliated against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful discrimination/retaliation, informal resolution may involve, but not be limited to, one (1) or more of the following:

- A. Advising the student about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory/retaliatory behavior.
- B. Distributing a copy of Policy 2260 – Non-Discrimination and Access to Equal Educational Opportunity as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the CO may arrange and facilitate a meeting between the student claiming discrimination/retaliation and the individual accused of engaging in the misconduct to work out a mutual resolution.

A student who believes s/he has been unlawfully discriminated/retaliated against may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one (1) of the COs.

All informal complaints must be reported to one (1) of the COs who will either facilitate an informal resolution or appoint another individual to facilitate an informal resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint.

### **Formal Complaint Procedure**

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the student elects to file a formal complaint initially, the formal complaint process shall be implemented.

A student may file a formal complaint, either orally or in writing, with a teacher, Principal, or other District employee at the student's school, the CO, Superintendent, or another District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. If a Complainant informs a teacher, Principal, or other District employee at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) business days.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation.

Within two (2) business days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or designee, the Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

## USDA Non-Discrimination Statement

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write the USDA, Director, Office of Civil Rights, Room 326-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. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC, 20250-9410, or call (800) 795-3272 or (202) 720-6382 (TDD).

Translation services are available upon request; please call (810) 591-4443

خدمات ترجمة متوفرة تحت الطلب, الرجاء أن تتصلوا على رقم الهاتف

**Ponemos a sus órdenes el servicio de traducción. Las personas  
interesadas, favor de llamarnos al 760-6770**

設有翻譯服務, 祇要提出要求, 請電760-6770.



**Parent Handbook Acknowledgement (Required)**

I have read and understand all the policies and procedures in the GISD Early Childhood Program’s Parent Handbook. This parent handbook outlines the policies and procedures of our programs as required by (R.400.8146) Licensing. An understanding of and adherence to the policies and procedures will ensure positive parent-school relations and that the children’s’ needs are adequately met. To ensure that your child’s needs are adequately met, children enrolled in our Early Childhood Programs will be screened using the Ages and Stages Questionnaires (ASQ), and the program will be assessed using the Classroom Assessment Scoring System (CLASS) two to three times a year. The child outcome data from the Teaching Strategies Gold (TSG) will be analyzed three to four times a year.

I certify that I received all the above items including the criteria for admission and withdrawal, schedule of operation and services, fee policy, discipline policy, food service program, program philosophy, typical daily routine, exclusion policy for child illness and parent notification plan for accidents, injuries, incidents and illnesses.

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please Initial next to each statement you give permission for and sign the bottom.**

I grant permission for my child \_\_\_\_\_ to participate in the program activities below. Program activities include:

\_\_\_\_\_ **1) Picture Release**

You have my permission to take and display my child’s picture for the GISD Early Childhood Programs. Pictures might appear in the classroom, school building walls, school and or district newsletter.

\_\_\_\_\_ **2) Social Media Release**

You have my permission to take and display my child’s picture for the GISD Early Childhood Programs. Pictures might appear on the GISD or School District websites and/or Facebook or social media pages.

\_\_\_\_\_ **3) Marketing Release**

You have my permission to use photos or videos of my child on GISD Early Childhood Programs printed marketing materials, media and or educational/promotional purposes. I understand my child’s name will not be used.

\_\_\_\_\_ **4) Work Sample Release**

You have my permission to use a copy of my child’s work samples for GISD Early Childhood Programs workshops, open house “sample” display and/or staff training purposes).

\_\_\_\_\_ **5) Health Release (Required)**

I grant permission for my child to participate and receive hearing & vision screenings, blood pressure screenings, hemoglobin screenings, nutrition/growth screenings, and capillary (finger poke) lead screening, if not completed by physician.

\_\_\_\_\_ **6) ASQ Release (Required)**

I grant permission for my child's ASQ screening Information to be entered into the ASQ web-based database that is secure and password protected. Identifying information from the screening tool will be seen only by your child’s teacher, your home visitor, or other staff your child is working directly with, who scores your screening and provides the results to you.

**\_\_\_\_\_ 7) Field Trips (Required)**

We understand the importance of educational trips which from time to time may be planned and taken by the Head Start/GSRP Programs. We also believe that all necessary precautions and plans for care and supervision of the children will be taken at all times. Beyond this we will not hold the school or those supervising the trip responsible. With these things clearly in mind, we hereby give our consent for our child to go on educational field trips (with prior notification) during the school year. Not applicable for Early Head Start students.

**\_\_\_\_\_ 8) Understanding Concussion Awareness (Required)**

I acknowledge in accordance with Public Acts 342 and 343 of 2012 that I have reviewed the Concussion Fact Sheet provided by GISD Early Childhood Program’s Parent Handbook.

**\_\_\_\_\_ 9) Notification of the Licensing Notebook Requirement (Required)**

Child Care Organizations Act, 1973 Public Act 116: All childcare centers must maintain a licensing notebook.. The licensing notebook contains all licensing inspection reports, special investigation reports, and all related corrective action plans (CAP) for the last five years. The licensing notebook is available to parents at the school during regular business hours. Licensing inspection reports and special investigation reports from at least the past three years are available on the [childcare licensing website](http://www.michigan.gov/michildcare) at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).

**\_\_\_\_\_ 10) Child Information Record Release**

I grant permission for the GISD Early Childhood programs to share my child’s records/health information with his or her next school.

**\_\_\_\_\_ 11) Social Emotional Specialist/Early On**

I grant permission for the GISD Social Emotional Specialist and Early On to observe my child in the classroom, to support him/her as well as the classroom staff in the area of social emotional learning, such as problem solving, calming techniques, or learning about feelings. I understand that I will be made aware of this request for observations, screenings or consultations through Behavior Incident Reports, teacher report and direct contact from the Social Emotional Team should my child be in need of additional supports.

**\_\_\_\_\_ 12) Routinely Screen for Speech Services**

I grant permission for local school district speech pathologists to routinely screen my child during the school year to see if they need additional help with their speech/language skills. This is NOT a formal testing.

**\_\_\_\_\_ 13) Family Partnership Agreement (Required)**

I have read and understand that the purpose of this agreement is to ensure a safe and successful experience for my child. I understand that if I choose not to sign this agreement, it will not affect my child’s enrollment in the program.

**\_\_\_\_\_ 14) Year-Round Programs, required if applicable**

I understand my child will be receiving full year services and commit to the program’s calendar year.

**I certify that I understand and agree to all of the above items where I have initialed. This release expires when my child exits the program. I can revoke any of the above by requesting to complete a new form and or provide GISD Early Childhood Program staff with a written statement.**

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Year 2 Parent Review Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Year 3 Parent Review Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

