

Coopersville Area Public School

Childcare / Preschool / GSRP Parent Handbook

2024-2025



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Office Hours 7:45 am - 4:00 pm

Student Hours 8:42 am - 3:25 pm

Childcare Hours Monday ~ Friday 6:30 am - Start of School / End of school - 5:30 pm

This handbook is valid until your child(ren) leaves the Early Childhood programs. Updates available when applicable.

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These materials were developed under a grant awarded by the Michigan Department of Education.

Coopersville Area Public Schools - Mission Statement

The mission of Coopersville Area Public Schools is “to inspire all students to have a life-long love of learning, to achieve their goals, and to be compassionate citizens who contribute to the global community”.

We believe:

- Every person has intrinsic worth.
- Every person has something to contribute.
- Every person is responsible for his/her own actions.
- A community which embraces shared ethics and diversity thrives.
- Love, acceptance, and a sense of belonging are essential for every person to flourish.
- A community working together toward a common goal is fundamental to excellence.

Coopersville Area Public Schools - Early Childhood Program Mission Statement

We aspire to provide all children and their families with a safe, supportive, and nurturing environment where whole child learning is intentionally encouraged through play.

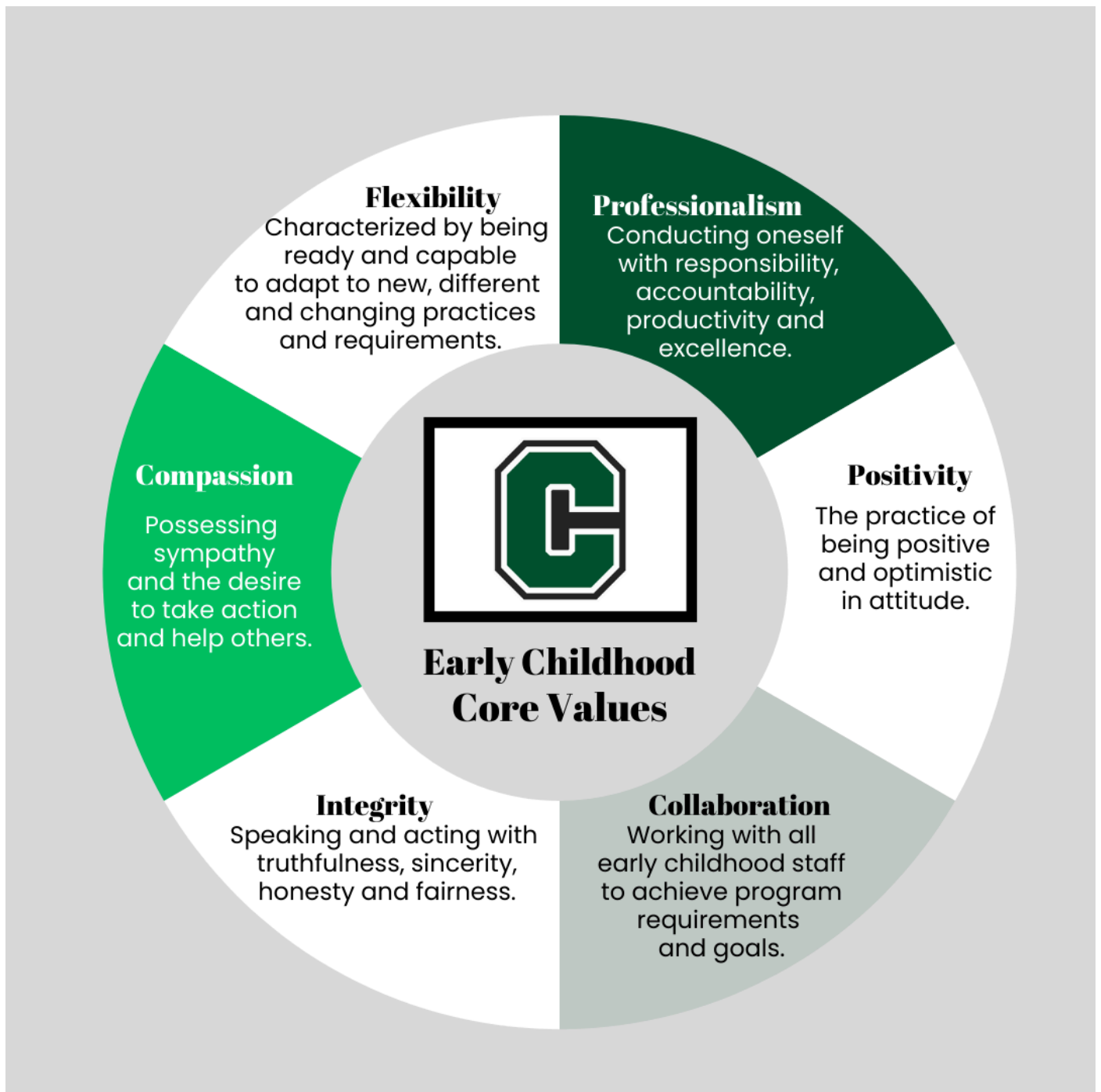
- Our mission is to provide all children opportunities to explore the world through play-based learning experiences that inspires the development of the child as a whole.
- Providing a safe and loving experience where children learn through play, while building a foundation as future Bronco’s in a natural and inclusive environment.
- Our vision is to develop well-rounded individuals who aspire to learn through play. We support families and children by providing a welcoming, happy, safe and supportive learning environment where achievements are celebrated.

Great Start Readiness Program - (GSRP) Mission Statement

We focus on high-quality early learning experiences that build the foundation for skills children need to thrive in school and in life. To accomplish this, we offer support to strengthen Michigan’s providers of early care and education so they can continuously improve the services and support they provide young children, their families, and the community.

Coopersville Area Public Schools Early Childhood Core Values

The following values guide our staff as they work daily in the classroom. The values are a descriptive collection of expected behaviors and practices that should be continuously implemented at all times on campus, including interactions with co-workers, children and families.



Coopersville West Early Childhood Public Schools Culture Statement

We recognize that early childhood education is a critical component in fostering the growth and development of all learners as they progress through their academic education, and eventually the endeavors of adulthood. Coopersville Area Public Schools Early Childhood Staff work passionately to engage collaboratively with all staff in an enhanced, inclusive, nurturing, and energetic work environment that is child-focused.

Great Start Readiness Program Philosophy

Our goal is to provide every preschooler with the best educational opportunities through our child-centered, hands-on curriculum set in a rich learning environment which is created throughout families, community and professional staff.

We believe that young children learn to the best of their ability when given:

- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued
- Many opportunities for play and learning through play
- Our program culture and classrooms promote inclusion, with welcoming environments that respect diversity, represent children, families and staff, promote children's well-being, cognitive learning and positive self and cultural identities
- Families are involved and we work together to help your child
- The activities are geared toward your child's current skills and interests

Our decisions are made from a child-centered focus which includes looking at the Early Childhood Standards of Quality-Prekindergarten, the curriculum, assessment information, feedback from parents, diverse social, economic, cultural and family needs that exist within the classroom.

The Great Start Readiness Program is a state funded preschool program for four year-olds that is free for those who qualify. Your GSRP is a cooperative effort of the Ottawa Area Intermediate Service District, local school districts, and other local child care/preschool providers. The programs receive funds from the Michigan Department of Education. Every classroom is licensed by the Michigan Department of Human Services.

Coopersville Area Public Schools - Great Start Readiness Preschool

GSRP is a State funded, center-based preschool program serving income-eligible four-year-old children. Our district offers full day programming to promote optimal learning and readiness for kindergarten. ***GSRP regulations require staff to make two home visits and two parent / guardian / staff conferences a year.*** Staff will review other program requirements during the registration process or at the first home visit. This visit typically takes place before your child's first day of school. Their intention of the home visit is to build a relationship with each family and initial understanding of each child, prior to school beginning. Parents are encouraged to volunteer in the classroom, participate in our Parent Advisory Committee and attend other program events such as School Readiness Advisory Committee & Great Start Collaborative Parent Coalition.

Allergy / Asthma

An individual medical plan must be completed for each child with an allergy, asthma, diabetic, or a seizure disorder. Parents are requested to complete an allergy form and a district Medical Care plan for their child. This form must be signed by the child's physician and on file at the preschool office prior to the child starting school. Staff will read the ingredients labels of all snacks that are provided. Parents will be asked to only provide store bought snacks that have an ingredient list.

Attendance/Absences Policy

School is important no matter what age the student is. Regular attendance in preschool helps your child to grow and mature in all areas of development, and also teaches them the value of education and the importance it has in their lives. Please make every attempt to be sure that your child comes to preschool and is on time for the start of the class. However, when a child is sick (see illness), it is best for everyone, including the child, to stay home and rest. A child not feeling well cannot be expected to participate in the busy daily activities in the classrooms. If your child is going to be absent, please contact the office at 997-3600 to report the reason and length of absence before the start of school.

Absences

If your child is going to be absent, please call the school and notify us (997-3600 for West).

- Please call by 8:30 a.m. We have voicemail and you may leave a message and we will mark your child's attendance accordingly. The office will try to contact you if you fail to call in your child's absence.
- In order to be counted present for a half day, a child must be in attendance by 9:15 am for the morning and by 1:00 pm for the afternoon.
- A written note from your doctor may be required as verification for additional absences.

Attendance/Engagement Teams

Our district has attendance and engagement teams that are set up at each building. These teams meet regularly and at each meeting, a screening process (10% or higher absence rate) is used to identify students who are chronically absent. The teams will work with the families to help identify barriers to appropriate school attendance and provide intervention. Intervention will be in the form of letters, parent meeting, student success plan, involvement of the ISD, and/or official filings of truancy with the court system.

Contact Information

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

Dismissal /Change in Routine

Please call the office at 997-3600 to inform staff of any change in routine for your child. **It is very important that we be informed of these changes no later than 2:00 p.m. so we can inform the classroom teacher. Without a written note or phone call from you, the teacher is instructed to send them home as usual.** It is very important and helpful to the office to have communication from the parent as early as possible. Thank you for your help in this matter.

Illness or Injury Exclusion Policy

Assurance is provided to parents that children are not suspended, excluded, or expelled from classroom programming or transportation services because of the need for additional developmental, medical, or behavioral support, assistance with toileting, or staff attitudes and / or apprehensions.

Late Pick-up or Early Drop-off

When a parent/guardian or other designated adult is picking up or dropping off a child from school, it is important that they be on time. Teachers and other school personnel have other responsibilities before and after programming and cannot be available to ensure your child's safety. We will make every effort to work with you

regarding pick-up and drop-off issues, but it is program policy to contact the Emergency personnel to determine the next course of action in the event the parent/guardian is unavailable.

In the event that a child(ren) is picked up late from childcare, the parent/guardian will receive a verbal reminder of program hours. If there is a second late pick-up, the family will receive a written reminder, with a late fee charge. The fee charge is determined by the time of late pick up. The charge is \$10 for any amount of ten minutes of a late pick-up. For instance, if a child is picked up at 5:55pm, the parent-guardian would receive a \$30 late fee charge due to the pick up occurring 25 minutes after closing time. After three late pick-ups, childcare services can be suspended and/or re-assigned to families on our waitlist.

Tardiness

- An elementary student is considered tardy if the student arrives between 8:45-9:15 or leaves early between 3:10-3:40.
- If buses are late, students are not considered tardy

Vacation Absences

When looking at chronic absenteeism, days taken off for vacation are factored into the absenteeism percentage. These days will not be exempt.

Birthdays

We encourage students to celebrate their birthday with a non-food treat or a store-bought food item due to food allergies. Good examples are a donation of a classroom book, games, bubbles, pencils or stickers as birthday treats.

Bullies

Even preschool aged children can display behaviors that bully. Saying things like, "You can't play with us" or pulling a learning toy away from another child is a form of bullying. Whispering secrets and excluding someone is a form of bullying. Making faces or sticking out your tongue at someone is a form of bullying. GSRP staff will promote an environment in which all children will play and work together. We are all welcome at all times. We share and take turns. We will use kind words towards our classmates and staff. Parents can help stop bullying by observing children while they play. If children are showing signs of bullying behaviors, parents can help to explain how friends feel sad or hurt when we are not sharing or using kind words toward each other.

Anti-Bullying Policy

The Coopersville Area Public Schools Board of Education prohibits acts of harassment or bullying. The Board of Education has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. This also includes cyber bullying which may or may not occur at school. Any use of technology (computers, social media etc.) to bully or harass another student is prohibited. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. Coopersville Area Public School's Anti-Bullying Policy can be found on the district's website (www.coopersvillebroncos.org).

Anti-Bullying Initiatives

Bully prevention is addressed through the following social responsibility strategies.

- Teach the desired behavior.
- Teach a verbal skill for unacceptable behavior "stop."
- Teach 4 key skills for social responsibility:
 1. Learn the difference for expected behavior and problem behavior
 2. If you "receive" problem behavior, label the behavior and say, "stop," "walk," and "squawk" (tell an adult)

3. If you see others receive problem behavior, label the behavior and say, "stop!"
4. If someone tells you to "stop" - then stop.

Calendar

Holiday Schedule / Closed Days of School

Christmas	New Year's Eve	Mid-Winter Break	Spring Break
Memorial Day	4th of July	Labor Day	Thanksgiving

Professional Development Days

½ day school schedule means no childcare offered in the afternoon

School Year Calendar

See Attachment

Cell Phone Use

If you find it necessary to use your cell phone while in our building, please remember that we have many children and staff in our classrooms who are focused on learning activities. You may not want others to hear your conversation, or it may not be an appropriate conversation for the public. Please limit cell phone use to emergency use only in our lobby area or outside the building.

Child Protection Policy

All staff are mandated by law to report any suspected case of child abuse, neglect, sexual abuse or sexual exploitation to the Department of Human Services. Any reasonable suspicion will be reported including a child telling a staff member about abuse, witnessing the abuse, a parent's statement of abuse, or any physical or behavioral signs of abuse. A copy of this law may be obtained from the program director.

Child Release Policy

Because of our concern for the safety of our students, these guidelines will be followed.

- No child will be released to a person other than a parent or guardian during school hours without the prior permission of parent or guardian as provided on Emergency Contact information.
- If a parent/guardian desires that his/her child be released to another person not indicated on the Emergency Contact information, the following must be received in WRITING:
 - i) the name of the person to whom the child is to be released;
 - ii) the time of the release and the length of time for which the child is to be released;
 - iii) the purpose of the release.
- Exceptions will be made only in times of emergency. The Program Director or Designee will make the determination of whether an emergency exists.
- The person to whom the child is to be released will be required to sign a log indicating the time and purpose of the release. If the person is not 19, or unknown/unrecognized by the staff person, photo identification will be required. If the principal or designee has any doubts about the documentation presented, a decision to not release will be made.
- No preschool child will be permitted to walk home alone. The parent/guardian, or authorized adult, must pick up the child at school.
- With regards to divorced or separated parents:
 - o A birth parent without custody may have access to his/her child or have the child released to him/her.
 - o Where applicable, parents with custody should inform the school of custody arrangements and, if necessary, provide a court order (restraining order), which will be kept on file in the School Office. Without this court order, the school cannot legally prevent the non-custodial birth parent from taking the child from school.

Classroom Parties

Classroom teachers may choose to have a Halloween, Christmas, and Valentine's Day party. Halloween costumes need to be age appropriate. Toy "weapons", play blood, and inappropriate face painting (as determined by the administration) are not permitted. As part of our district wellness program, we encourage parents to provide a healthy snack for their child's celebrations. Good examples are fruit cups, veggie trays, jello treats, etc.

Community Resources

211 Service of Ottawa County

Dialing 211 can link you to counseling, clothing, shelter, food, prescription assistance, utility assistance, support groups, job assistance, child care transportation and more.

WholeFamilyConnectionOttawa.com This online resource tool offers families instant access to services throughout Ottawa County. WFC is a free tool that's available 24/7, anywhere there is internet.

1. Log on to: www.wholefamilyottawa.com

2. Create a username and password

3. Enter in what you are searching for, and instantly receive a list of area services that match your criteria.

Connect Today!

Children's Resource Center

1-800-332-5049 Child care information and referral, child care provider training and children's services information.

Ottawa County Child Development Services

1-800-428-5264 Daycare and Head Start for children ages birth to six.

Children's Assessment Center

616-393-6123 Collaborative investigation of child sexual abuse, crisis counseling and long-term therapy for victims and supportive family members. Parent support groups available.

SCAN (Stop Child Abuse & Neglect)

1-800-332-5049 Information, referral services to prevent physical, sexual or emotional abuse of children.

Michigan Works

1-800-285-WORKS Food, clothing, advocacy, case management and life/job skills classes.

Coopersville Cares

616-837-8602 Referrals, food, and clothes.

Family Independence Agency

616-394-7200 Aid to dependent children, food stamps and Medicaid.

Early On

616-393-5753 Provides services to help infants and toddlers from birth to 36 months who may have developmental delays.

Confidentiality Policy

Coopersville Area Public Schools GSRP insures that child and family records will not be disclosed without written consent of the parent or legal guardian, except as needed when child abuse and neglect is a concern. Confidential information is shared only with staff members who need the information to perform their jobs. Families have the right to examine their own records.

Curriculum and Assessment

GSRP classrooms provide a safe, secure and nurturing environment for children to grow and learn. The curriculum provides intentional instruction to meet each child's needs through a play-based and developmentally appropriate philosophy; meaning attention is given to social, cognitive and physical development. All of the learning areas are created to support the "Early Childhood Standards of Quality for Prekindergarten" updated in 2022 by the Michigan State Board of Education. Children interact in both large and small groups and the environment and activities are designed to assist in the development of pre-reading, pre-math, science, social studies and the arts. Through the use of the Creative Curriculum®, the State approved curriculum used in our classrooms, the Standards of Quality are met. Teachers monitor children's progress regularly and parents/guardians will meet

with their child's teachers twice a year for conferences (45 minutes each, November / February). The conference is a time for families and teachers to come together to discuss the child's accomplishments and to answer any developmental questions a family may have. The conference includes information about where your child is functioning as well as ideas for you to assist in your child's development in the home. Families also participate in two home visits (1 hour each, August / May) during the year, allowing teachers, children and families to develop a warm and trusting relationship. During these visits we set / discuss a developmental goal and strategies to implement at school and home to support each individual child and their needs. Children are screened within the first thirty days using the Ages and Stages Questionnaire. This provides information about a child's physical development, language, and other skills and is used as a baseline to determine each individual child's needs. Families are informed of any concerns the screening tool may show and parents/guardians will need to provide consent if the child requires further evaluation.

Custodial/Non-Custodial Parents

If one parent has been awarded physical custody of a child and the non-custodial parent has custodial limitations, a copy of the custodial order must be provided to the school. If a child is not to be dismissed to the care of any adults, specific written information must be provided for the school. Upon request, the school will provide copies of report cards, newsletters, etc. to the non-custodial parent.

Discipline Policy

We have positive expectations for the children who are in our care. We concentrate on the behavior we want and model what is needed to build positive relationships between adults and children, as well as among children. Teachers provide ongoing support as children learn social and problem-solving skills. Program staff is not allowed to use any form of punishment (i.e., spanking, threatening, humiliating, withholding of basic needs including food and outdoor play, or isolation from the group).

Choices: Throughout the school day, children are recognized and encouraged to make choices. Choices within limits allow a child to feel empowered and feel part of a decision-making process. The more choices a child has, the more likely he or she will cooperate with adults.

Intervention: Conflict can occur when a child is trying to assert control over a situation. Teachers diffuse conflict by using statements such as, "You may play in the gym after you put the trucks away." When children are experiencing a conflict, the teacher will approach the children calmly and acknowledge feelings ("you are feeling really angry"). Next the teacher will gather information from the children and find out why there is a conflict ("what happened?"). The teacher will help each child use empowering words and problem-solving strategies to resolve the conflict ("Ask your friend, 'Can I use this truck?' Tell your friend, 'I am using this truck right now. I'll give it to you when I am done.'") As children learn and practice using problem solving words and strategies, they often begin to use these without adult intervention as the year goes on.

Redirection: When a conflict has been resolved, the child/children will be redirected with new choices (example: "Would you like to play in the sand or with play dough?")

Natural Consequences: Sometimes children make choices that have consequences. Children who experience logical, natural consequences learn that they have control in situations. Consequences are met with calmness and empathy for the child. (Ex: "This is sad. Remember I asked you not to throw sand? Throwing sand hurts his/her eyes. What can you do to help?")

Discipline of Students

Discipline policy reflects the Coopersville Area Public Schools beliefs that:

- Every person has intrinsic worth.
- Every person has something to offer.
- Every person is responsible for her / his choices.

Our policy adheres to the following approaches:

- Adults should avoid anger, threats, warnings, and lectures.
- Adults use enforceable statements.
- Adults offer limited choices to children.
- Limits are maintained and accountability administered with compassion.

- Children solve problems in a way that does not make a problem for others.
- Consequences follow empathy.

The format of our policy is to indicate various offenses and then to indicate how they would normally be handled, keeping in mind that the district is operated for the purpose of educating individuals and not of denying them an education, or regarding education as being an increase of knowledge and an improvement of the general behavior of pupils. The following expectations, policies, and guidelines are the means by which this philosophy is applied.

Discipline Procedure

Commonly, the discipline measures follow a gradual order of escalation from reasoning and reprimand to the most severe action, a recommendation for expulsion. The actual progression used may not employ all steps but may skip some / all steps outlined in the following list. The actions implemented in any single or series of disciplinary proceedings are dependent on several factors including the student's age, disciplinary history, disability, the seriousness of the violation, and the safety of others.

The process is as follows:

1. Verbal reprimand or warning
2. ODR (Office Discipline Referral)
3. Parent conference
4. Restriction of school activities
5. In-house suspension of one (1) to five (5) days
6. Home suspension up to ten (10) days
7. Involuntary transfer to Individualized Learning Center
8. Referral to Board of Education for expulsion action

Offenses

Unacceptable and inappropriate behavior including but not limited to the following:

1. Violation of attendance rules, i.e. truancy or skipping and tardiness.
2. Loitering or being in an unauthorized area.
3. Heckling or poor sportsmanship. Taunting, teasing and bullying will not be tolerated.
4. Style, manner of dress or habits that are disruptive to the learning process.
5. Failure to abide by reasonable classroom expectations established and posted by the teacher.
6. Disruption of the educational process for other students.
7. Disruptive behavior in the halls.
8. Throwing objects or food.
9. Aggressive behavior and/or fighting, or gang related activities.
10. Lack of respect and/or willful destruction of school property.
11. Profanity, vulgarity, racial or ethnic slurs.
12. Failure to fulfill disciplinary measures.
13. Harassing, threatening, causing bodily harm to any student, teacher, or other school employee or causing damage to the personal property of such persons.
14. Theft and/or possession of property which does not belong to the student.
15. Insubordination or lack of cooperation with administration or school personnel.
16. Gambling.
17. Forgery, plagiarism, and/or cheating.
18. Extortion.
19. Unauthorized demonstrations and/or participation in any unauthorized organization including, but not limited to, gang identification, association and/or activity while on school property.
20. Immoral acts of behavior.
21. Possession, use or sale of weapons (or "look alike"), ammunition, volatile sprays or chemicals, pornographic material, explosive material, electronic beepers, pagers, other communication devices, or stolen property while under control of school authorities.
22. Possession, use or sale of tobacco products, smoking materials, alcohol, illegal drugs, other mind-altering substances, its paraphernalia including "look-a-likes," which is any substance either with or without its original packaging that is alleged to be a controlled drug. The discipline for "look alike" will be the same as if the substance were a controlled drug.
23. Arson and /or false or misleading report of fire, bomb threat, cancellation of school, etc.
24. Sexual harassment of another student or school staff member/volunteer which may include unwelcome sexual advances, request for sexual favors and other inappropriate verbal or physical conduct of sexual nature.
25. Repeated violations of school policies, rules, and regulations.

Dress and Grooming

Preschool clothing should be comfortable and washable so that it does not interfere with any activities. Appropriate dress is expected at all school functions and activities. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Students may be asked to modify their attire (Ex: put on a sweatshirt) if student dress is determined to be inappropriate. Parents / guardians may be contacted if dress modification cannot be made at school. The building administration shall make the final decision on the appropriateness of dress.

Tennis shoes are suggested for all children to wear indoors. Please remember your child's clothing will be exposed to paint, sand, and markers. ***It is important that you put your child's name on all of his or her belongings.*** Many children have similar clothing and it is sometimes impossible to identify ownership without a name. We cannot be responsible for lost items that are without a name label. Children participate in outdoor time daily, except in heavy rain or extremely cold and hot weather. Please dress your child accordingly. Warm mittens, coats, hats, boots, and snow pants are necessary every day once cold weather begins! It is suggested that each child bring a large bag or backpack to class every day to carry home their artwork, papers, and notes from the teacher. Accidents can happen; it is a good idea that an extra change of clothes be sent and kept in your child's backpack. We have a limited supply of clothing for emergency use. If your child should come home wearing an item provided by his/her teacher, please wash and return it to school promptly.

The following expectations will help parents/guardians and students in making clothing decisions:

- Shoes are to be worn at all times.
- Inappropriate language/signs/symbols worn on clothing are prohibited. This shall include, but not be limited to, any message that expresses profane or obscene language, attitude, makes derogatory comments about any race, creed, religion or national origin, and/or and encourages illegal substance use/abuse.
- All shirts and blouses must cover the midriff. No undergarments should be visible.
- Shirts should have at least 2-inch-wide shoulder straps.
- Dresses, skirts, and shorts should be at or longer than fingertip length.
- Hats are not allowed in the building or classrooms. Hoods of sweatshirts should be down.
- Students should dress adequately for the weather conditions and outdoor recess play.
- Make-up is not age appropriate.

At the discretion of the principal, these guidelines may be altered due to unusual circumstances.

Drug Free and Smoke Free Zone

The entire school campus is a drug free and smoke free zone. Please extinguish cigarettes and properly discard smoking products prior to entering the parking lot and building. This includes chewing tobacco. Help us stay a drug free and smoke free zone by informing anyone that will be escorting your child to and from school of our policy. If your child is using our transportation to and from school, please help us set a good example to all children on the bus by also keeping the bus stop a drug free and smoke free zone.

Early Dismissal

Occasionally severe weather makes it necessary to suspend school or dismiss school early for a day. Coopersville Area Public School will notify parents through Infinite Campus and contact radio and TV stations to inform parents of early dismissal times. **Arrange in advance** for your child/ren to be met by yourself or another adult at the drop-off point. Alternate care arrangements should be arranged in advance if you will not be home.

Emergency Procedures

Emergency phone numbers for police, fire, and poison control are posted in each classroom. There are also building maps showing routes for emergency evacuation and shelter during tornado warnings. Drills will be conducted throughout the year with each class. These are done in a very non-threatening and reassuring manner and include fire, tornado and lock down. If a child is injured while attending the child care program, a staff member will stay with the child giving any necessary first aid. You will be notified; but, if necessary, 911 will be used to provide any necessary treatment and/or transporting. It is very important to list emergency phone numbers

on the enrollment form (please keep them up to date). Ice and band-aids are always readily available. First-aid kits are in each childcare and preschool room. The backpacks transition outside with staff when outside and on field trips.

Enrollment Policy/Enrollment of Students

Children are enrolled based on the greatest need which includes family income as well as meeting the eligibility factors defined by the Michigan Department of Education. Children are placed based on availability of an opening in the appropriate class. A wait list of eligible students will be maintained and openings will be filled based on eligibility factors and the order in which they were received. Eligibility for GSRP requires verification of a child's age and family income, as well as documentation of Program Eligibility Factors. Documentation of eligibility must be on file for every child enrolled in GSRP.

The seven program eligibility factors used to determine GSRP eligibility are:

1. Low family income
2. Diagnosed disability or identified developmental delay
3. Severe or challenging behavior
4. Primary home language other than English
5. Parent(s) with low educational attainment
6. Abuse/neglect of child or parent
7. Environmental risk

The Parent/Guardian Must:

1. Meet the enrollment guidelines;
2. Return ALL completed forms which include the following:
 - All families must complete an enrollment packet prior to the first day of attendance in GSRP. The packet includes student information, consent, get to know your child, and licensing notebook notification.
 - Families will need to provide a copy of the child's birth certificate, health appraisal and immunizations along with other important enrollment requirements.
 - GSRP requires proof of family income for eligibility.

Families Enrolling in The Program:

- Are responsible for keeping the Child Emergency Information up to date, i.e., telephone numbers, workplace, address, emergency contact, etc.
- Participate in scheduled parent/guardian/teacher home visits and conferences.
- See that students are in school unless absence is absolutely necessary. Families are responsible for informing the teachers when a child is ill or absent for some important reason.
- Support staff in maintaining a safe and enjoyable environment through a positive, preventive discipline approach.
- Respond to requests for information or assistance needed to promote student success.

****A child must turn four years of age by September 1st for the 2024-2025 school year. Students that are 4 by December 1st will be enrolled based on guidance from the ISD. ****

Family Grievances

Our program strives to provide a positive environment for all. However, at times a concern may arise. If you have any questions or concerns you cannot resolve with the teacher directly, please bring the concerns to the attention of the Director who will work through your concerns with you. If the director is unable to resolve the issue the order of protocol will be; building principal, superintendent and Ottawa ISD.

Family Involvement / Volunteers

The family involvement component of the GSRP is based on the belief that the best environment for children exists where there is close family-school interaction. **We hope you plan to visit soon and would love to have you!** We encourage and value families to be involved in our program. Parents are welcome in our classrooms at any time. **All volunteers (including field trip chaperones) are required to complete a criminal background check in order to volunteer. This is a child care licensing and district policy requirement.**

(a) Screening will check to see if they have been convicted of child abuse or neglect, convicted of a felony involving harm or threatened harm.

(b) All volunteers are supervised. They are not to be left alone with children at any time.

(c) No convicted person(s) will be allowed to be in the classroom.

Please contact the school office or the classroom teacher if you are interested in volunteering. Volunteers are to check into the office upon arrival at school and receive a volunteer badge. A variety of opportunities exist for volunteers.

Parent Volunteering Opportunities at Coopersville West Elementary School

(This is a partial list. There are also more opportunities to serve.)

Title	Description	Contact
Classroom Helper	Assist the teacher by working with small groups of students and provide other classroom assistance; such as book binding, photocopying, laminating, chaperoning field trips, etc.	Please contact your child's teacher
Preschool Field Day / Walk-a-Thon	This is a fun event that takes place in May for students to enjoy a few hours of physical activity through athletic means.	Please contact your child's teacher
PTO	The Parent/Teacher Organization provides support in regards to materials, field trips and outside speakers through their annual, Book Fair and fundraising events.	Stephanie Darby PTO President
Popcorn Fridays	One Friday per month popcorn is provided for students to purchase. Volunteers are needed around 8:00 a.m.	West Elementary Office

Fee Policy

The Great Start Readiness is a tuition free program for those who qualify. A sliding scale fee will apply for a limited number of over income families whose child meets additional eligibility requirements as set by the Michigan Department of Education.

If your student is enrolled in a tuition preschool program, payments are expected by the first of the month, beginning in the first full month that school is in session.

Before and after care and summer care payments are expected the first of each month. Account balances need to be kept current by the month, for each family. Failure to do so can result in loss of care service. Payment can be made via cash, check, card or directly through ProCare.

Field Trips

One to two field trips are generally taken during the school year. In the event a classroom does take a field trip, families will receive notice in writing prior to the event. Trips may include visiting local businesses or community parks and some are done within walking distance to your child's school. Parents / guardians may attend as long as they meet the classroom volunteer requirements. Please note these requirements may involve paperwork which may take time to process so plan ahead!

Food Service Policy

Mealtimes are learning experiences where children are encouraged to try new foods and engage in conversations about different foods, where they grow, or how they are made. Children are encouraged to participate in mealtime activities that may include setting the table, preparing food, serving themselves, and cleaning-up. Meals are served in a pleasant atmosphere with adult supervision at all times. All children are expected to feed themselves. Staff will not demand that any child eat, but children will be encouraged to taste new foods. Depending on the length of your child's day in the program, breakfast, lunch and a snack are available. Menus are reviewed by a registered dietitian and parents to ensure healthy, low fat, low sugar, low salt meals and snacks. If you choose to pack a cold lunch for your child, please choose healthy foods that are low fat, low sugar and low salt items. A request to send food to school form will need to be filled out due to program requirements.

GSRP Support Staff

The GSRP has the advantage of working with expert staffing from Ottawa Area Intermediate School District as well as local district personnel. The GSRP Early Childhood Specialist provides classroom support as well as professional development for GSRP staff. The Early Childhood Specialist visits the classroom throughout the school year.

Hand Washing

Hand washing is probably the most critical element in reducing the spread of germs. Children should learn about hand washing early in life to help them develop healthy habits. Children will be required to wash their hands before/after eating, after using the restroom, when returning from outdoors and other times as determined necessary by the staff. We ask that you encourage and reinforce this behavior to keep everyone as healthy as possible. Staff also follow this policy and wash their hands before any food preparation.

Head Lice

Any student with live lice or nits within one quarter inch of the scalp may remain in school until the end of the school day. Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. Examination shall be completed by the school nurse or trained designated personnel. Upon examination, if no live lice are found, the student may return to school.

Any student with nits (farther than one quarter inch from the scalp) should be allowed in school.

Parents should remove nits daily and treat live lice per the instructions provided.

Illness

Many illnesses do not require an exclusion from school. However, children should be excluded if the illness prevents the child from participating comfortably in school activities or if there is risk of compromising the health and safety of other children.

We know you would appreciate every precaution taken to prevent the spreading of illness within the buildings. If we notice that your child is uncomfortable or contagious, we will require you to take him / her home. We will not send a child home with a clear runny nose unless other symptoms occur. If a child becomes ill while in our care, we will contact the parent/person listed on the student enrollment form. We will keep the child isolated in the office, with the office staff until someone arrives.

For the good of your child, fellow students, and staff members, please keep your child at home if he/she is sick or have any of the following symptoms:

- Fever of 100.1°F or greater
- Vomiting or diarrhea
- Severe headache or severe abdominal pain
- Severe sore throat
- Skin eruptions or skin sores that are weeping fluid
- Dizziness or fainting
- Red and goopy eyes

Please remember that our school guideline is that your child must be 24 hours fever-free without fever reducing medications before they may return to school. Your child must have no loose stools or episodes of vomiting 24 hours prior to returning to school.

If your child has a health plan on file with physician orders, we will do our best to follow the orders given by your child's primary care provider. However, exclusion will be determined on a case-by-case basis.

Please notify the school if your child has been diagnosed with or you suspect that they have a communicable disease such as chicken pox, hand foot mouth, head lice, impetigo, pink eye, scabies, strep throat, ringworm, etc. This allows us to take proper precautions to prevent the spread of illness. We need to provide this information to the other families. We try very hard to stop the spreading of germs by washing our hands and the children's hands frequently with soap and water. We also disinfect everything frequently.

Immunization Policy

All children must have their immunizations up-to-date prior to admission. We are required to submit all student immunizations to the Ottawa Health Departments for review. The Coopersville Area Public Schools WECC is required to follow this policy: R400.5113 Rule 113 (2) A center shall obtain and keep on file not later than the first day of initial attendance a certificate of immunizations showing a minimum of a least one (1) dose of each immunizing agent, (3) when a child has been in attendance for four (4) months, the center shall have on file an update certificate showing the completion of all additional immunizations requirements. According to Michigan Health Department and state licensing regulations, children in a licensed center must have their shots updated by their 5th birthday. Any child who does not meet these requirements will not be eligible to attend classes. Parents are encouraged to participate in their child's classroom; however, any parent working with the children for a minimum of four (4) hours per week for two (2) consecutive weeks must have a T.B. skin test.

Inclusion

Coopersville Area Public Schools GSRP welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach his/her full potential.

Injuries

Parents MUST inform the program staff of any health or safety needs of the child that the program may be required to address. If your child has had an injury or illness that may prevent activity, please call the school. If your child is injured while in our care, parents/guardians will be notified by either a note home or a phone call. We are only allowed to use ice bags or band-aids. We try to treat each child with TLC (tender, loving care), whether the injury warrants a call to parents or not. If the injury is to any area of the head, or more than a minor issue, parents/guardians will be contacted immediately. If parents/guardians are not available, another adult listed on the child's emergency information form will be contacted. Program staff are trained in First Aid and CPR and will secure medical and/or emergency surgical treatment for your child in possible emergency situations.

Late Dismissal Procedures

For isolated emergencies (e.g., restricting access to a neighborhood because of a fire, hostage situation, sniper, etc.) when students cannot be allowed to go home, the following procedures will occur:

- The specific group of students affected will be identified and informed that they will have to remain at school.
- Parents/guardians/caregivers of each child involved will be immediately informed that they should pick their children up at school.
- Supervisors will be designated for this group of students and a gathering site will be determined.
- The Superintendent's office, bus garage, and police department will be notified in case parents, guardians, or press may call for information.
- Details of the emergency will be told to parents as they become available. The superintendent's office will be the official spokesperson for the press.
- Normal sign out procedures for students will occur.

Licensing Reports

All child care centers must maintain a licensing notebook which includes all licensing reports, special investigation reports and all related Corrective Action Plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

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

Locked Doors

All building doors are locked. All visitors must enter the building by way of the office only (Door D). WECC staff will open the door for you. We will ask you to sign in and receive a badge before proceeding to your destination. This is a safety precaution being utilized by the entire district.

Lock Down Procedure

A “lock down” procedure will be used in the event someone is on campus who might do harm to anyone in the building or in school on campus. A “lock down” simply means teachers will keep their students in the classroom until an “all clear” is given.

Lost and Found

Lost and found racks are maintained in the front entrance area by the Preschool Office. Students are to check there before reporting items as missing. All coats, hats, boots, book bags, and lunch boxes should be labeled with the child’s name in permanent marker. All items not claimed at the end of the year will be donated to Coopersville Cares.

Media Center

Students who check out materials from the media center are responsible for their return and/or cost of replacement if they are lost or damaged. When materials become “overdue”, the student is not permitted to check out other materials until the “overdue” materials are returned. If a student owes money for a fine or damaged, lost books, the final report card will be held until payment is made.

Medical Concerns

If your child has a special medical problem, please let us know so we may deal with emergencies effectively. For example, some children are allergic to bee stings and need to have immediate attention. **Please keep the office and teacher informed.** Also, please be sure to provide us with the telephone number of someone we may contact in case you are not available.

Medication Policy

Any necessary medication that is to be given to a child while in the care of WECC programs staff shall be accompanied by a completed medication form. Law does not allow school personnel to administer aspirin or other medication unless specifically directed to do so by a licensed physician. **All medication must be in its original container with specific directions for dosage and time.**

The distribution of medication to pupils by school employees should be handled under the following guidelines consistent with section 380.1178, School Code of 1976:

A Medication Permission Form needs to be on file, **signed by the child’s physician and parent or guardian, indicating medication to be distributed and the common time for dispensing.** The form is valid only for medication listed and expires no later than the end of the school year. Medication will not be given on an as needed basis. (Exception: Epi-Pen, Diastatic, Inhaler). Whenever a medication is given or applied, two staff members shall be present. The staff dispensing medicine have been trained to do so, and that medicine is kept in a secure place within the center.

Messages to Teachers or Students

The secretary is on duty from 7:45 am- 4:00 pm each day. Calls for teachers should be made before and after school because they are busy teaching during the day. During school hours you may call the teachers voicemail directly and leave a message. If you need to get a message to the teacher before the end of the day, please call the office at 997-3600. We would also appreciate you additionally reaching out to your child's teachers with a Seesaw message. Messages and deliveries from home are to be left in the office. Students will only be called out of class for an emergency.

Napping / Quiet Time

In a full day program, Child Care Licensing and GSRP protocols require programs to offer children a maximum of one hour to rest or nap. We provide the mats or cots. For those children who do not need this time to sleep, quiet, non-disruptive activities are provided.

Non-Discrimination Policy

The Coopersville Area Public Schools Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Education.

Therefore, it is the policy of the Board that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Board is responsible or for which it receives federal financial assistance from the Department of Education.

Any questions concerning the nondiscrimination policy or its possible violation should be directed to either:

Matthew Spencer

Superintendent

Coopersville Area Public Schools

198 East Street

Coopersville, MI 49404

Director, Office of Civil Rights

Department of Health and Human Services

Washington, DC 20201

Parent Involvement Policy

In accordance with the requirement of the No Child Left Behind Act, the Coopersville Area Public Schools Board of Education encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children. If parent(s)/guardian(s) are looking for ways to become involved throughout the year, we encourage conversation with the child's classroom teacher and/or building office. The board directs that the following actions be implemented to ensure compliance with state and federal law to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs / services through participation on building school improvement teams,
- Invitations to the parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation,
- Assistance to parent(s)/guardians(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable,
- Parent(s)/guardian(s) notification of Title I student selection and criteria for selection,
- Information regarding child's achievement and progress,
- A provision for input by Title I staff at regularly scheduled parent(s)/guardian(s) teacher conferences and any additional communication as requested by the Title I staff or parent(s) / guardian(s),
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning,
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies,

- Ongoing communication between school and parent(s)/guardian(s), and
- Other appropriate activities (i.e., Family Math Nights, parent(s)/guardian(s) sessions, science, theater/music, etc.

Physical Activity

GSRP guidelines require children to be engaged in a minimum of thirty minutes of outdoor play where they can be active and physical. This includes but is not limited to running, jumping, climbing, etc. The outdoor environment is an extension of the classroom and provides students with many opportunities to explore and continue to build social skills. Research states, “Good physical health and well-being, and a safe environment contribute to improved learning. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth.” [Michigan Department of Education]

Positive Behavior Intervention & Support System

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students, all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

We have adopted a unified set of school-wide expectations. You will see these expectations posted throughout the school and your child will be learning them during his or her first few days of school. Our unified school-wide expectations, found in every classroom and non-classroom setting in the school, are as follows.



Location	Bathrooms	Buses	Cafeteria	Technology	Hallways	Recess	Classroom
Voice Level	0 or 1	2	1 or 2	0 or 1	0 or 1	2 or 3	0-2
Respectful	<ul style="list-style-type: none"> ● Respect privacy of others ● Flush ● Wait your turn 	<ul style="list-style-type: none"> ● Keep hands and feet to yourself ● Follow directions 	<ul style="list-style-type: none"> ● Be an active listener ● Use manners ● Raise hand for help 	<ul style="list-style-type: none"> ● Hold device with a two-handed hug ● Treat devices gently 	<ul style="list-style-type: none"> ● Quiet bodies ● Respect others' property 	<ul style="list-style-type: none"> ● Take turns ● Be a team player ● Follow adult directions 	<ul style="list-style-type: none"> ● Follow directions ● Be an active listener ● Use materials appropriately
Responsible	<ul style="list-style-type: none"> ● Use closest bathroom 	<ul style="list-style-type: none"> ● Keep your backpack zipped 	<ul style="list-style-type: none"> ● Get everything you need before 	<ul style="list-style-type: none"> ● Have your materials ready 	<ul style="list-style-type: none"> ● Go directly to where you're 	<ul style="list-style-type: none"> ● Take care of all belongings 	<ul style="list-style-type: none"> ● Do your best ● Clean up

	<ul style="list-style-type: none"> ● Report problems to an adult ● Return to class 	and closed. <ul style="list-style-type: none"> ● Keep bus clean 	you sit down <ul style="list-style-type: none"> ● Take care of trash ● Stick with your lunch choice 	<ul style="list-style-type: none"> ● Return device to charging station 	supposed to go <ul style="list-style-type: none"> ● Keep hallway clean 	<ul style="list-style-type: none"> ● Line up when you hear the whistle/bell 	
Safe	<ul style="list-style-type: none"> ● Keep the whole bathroom clean ● Wash your hands ● Use 2 pumps of soap ● Dry your hands 	<ul style="list-style-type: none"> ● Sit bottom to bottom back-to-back entire time ● Enter and exit safely 	<ul style="list-style-type: none"> ● Stand in line, hands and feet to yourself ● Sit Safely ● Walk at all times 	<ul style="list-style-type: none"> ● Use approved apps ● Keep food and drink away 	<ul style="list-style-type: none"> ● Keep the whole bathroom clean ● Wash your hands ● Use 2 pumps of soap ● Dry your hands 	<ul style="list-style-type: none"> ● Stay within playground boundaries ● Use equipment safely ● Keep hands and feet to yourself 	<ul style="list-style-type: none"> ● Keep hands and feet to yourself ● Walk

Playground Expectations

- Please make sure that your child is well when you send him/her to school because he/she will be expected to go outside for recess. Dress children appropriately for weather conditions. All children will be expected to participate in outside recess. We will follow the Weather Watch Chart for unsafe weather conditions.
- A teacher or teacher aide will supervise students at all times.
- Injuries will be reported to the office. An adult should bring injured students to the office. However, if the injury is of a serious nature, the student will not be moved. The office will be called immediately for assistance.
- Play only in the designated areas. There are two play areas; the playground and the natural playground.

We encourage all students to play safe and have fun. Common courtesy dictates that everyone takes turns on equipment and forms lines.

Positive Guidance Statement

Our staff use positive guidance strategies while engaging with children and supporting them during daily classroom activity. The following strategies help promote learning and growth, while also preventing challenging behaviors:

1. We state directions or suggestions in a positive form. We keep directions simple and specific so children know exactly what they need to do. "Put your feet on the floor," instead of "Don't climb on the table".
2. We reinforce positive behaviors by verbally acknowledging them. "Thank you for picking the trash up off the floor Jenna. You are working to keep our floor clean and safe." We identify exactly what we appreciate rather than stating "good job."
3. We give children a choice when we intend to leave the situation up to him/her. Giving children choices helps them feel a sense of control and practice in making decisions for themselves. "It is time to clean up. Would you like to start with the big blocks or the little ones?"
4. We use our voice as a teaching tool. We use a pleasant voice that helps children feel confident and reassured, instead of afraid and guilty. When it is necessary to be firm, we are intentional for an expressive, but kind delivery.
5. We use methods of guidance that build children's self-esteem. We don't use words like "bad behavior," instead we make statements such as "I'm disappointed that you are choosing to hit friends. Hitting is not safe." We focus on the behavior, not the child.
6. We acknowledge emotions and redirect children in consistent ways that offer an alternative for their interest or purpose. If a child is throwing blocks, we can offer bean bags or velcro balls to throw at a target instead.

7. We time directions, suggestions and help to optimize effectiveness. Children should be given a chance to work things out for themselves and develop self-help skills, before we step in. We help them calm down when they are upset, rather than giving them guidance first. We are deliberate in timing our consequences so they are logical and connected to the behavior. It is logical to have to clean up a mess of one's making, but sitting out of playtime later in the day is not an appropriate consequence.

8. We have clearly defined limits and are strategic in positioning staff to maintain safety and supervision. We actively supervise all environments when working directly with children so we can observe, listen, scan and count, anticipate behaviors and engage and redirect.

Program Measurement

Ottawa Area Intermediate School District and Coopersville Area Public Schools GSRP are required to work with the Michigan Department of Education (MDE) to measure the effects of the state-wide preschool program Great Start Readiness Program. Information is sometimes collected about staff, enrolled children and their families. Program staff or a representative from MDE might:

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

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

Questions?

Contact:

mde-gsrp@michigan.gov or 517-373-8483 or MDE,
Office of Early Childhood Education and Family Services,
608 W. Allegan, PO Box 30008, Lansing, MI 48909.

PTO- Parent Teacher Organization

The PTO is looking forward to a great year with many plans to help keep our children's motivation and enthusiasm going strong! Check the calendar for dates that are already scheduled. PTO meetings are the **first Thursday of the month at 6:30 p.m. except for the first meeting which will be September 5**. If you are not able to attend the meetings, still consider becoming a member. Membership dues are free this year.

Referrals

We believe that home and school together form a positive support system for the growing child. Parents are always kept informed of their child's progress. If additional support is needed outside the classroom the teacher or staff will refer the family to the proper support system. This may include the following: medical, mental health, food, clothing, housing and any form of family support. If a referral is needed for additional support, the family will be involved in contacting their local school district and creating a plan and setting specific goals for the child. Families will be informed at any point that the child is receiving one-on-one support services, and classroom teachers will partner with support staff to create an inclusive and supportive environment.

Right To Access and Privacy of Student Records

All parents and guardians of students under 18 years of age and all students 18 years of age or over have the right pursuant to the Family Educational Rights and Privacy Act of 1974, to examine the official records, files, and data of the school district directly relating to the student. They also have the right to challenge any of the contents of said records to ensure their accuracy and fairness. Procedures for such examination and challenge, including hearings on a challenge, have been established by the Board of Education and will be made available upon request.

No records, files or data directly relating to an individual student shall be made available to anyone without the consent and notification of the student or of the parents or guardians of a student under 18 years of age, except (1) the teachers and officials of this school district who have a legitimate educational interest in such information; (2) there has been a federal request for submission of student records in connection with a student's application for financial aid; or (3) when a request for transfer of records is made by a school in which the student seeks or intends to enroll.

All requests for examination of records made by parents or guardians and eligible students shall be directed to the Office of the Principal having custody of such records

Sample Daily Schedule

8:00 - 8:45 Arrival/Breakfast/Greeting Time

Children enter the classroom at their own pace. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

8:45 - 9:00 Large-Group Time/Music and Movement

All adults and children participate in activities planned around children's interests, developmental levels, music, movement, cooperative play and projects, and events meaningful to children.

9:00 - 9:10 Planning Time

Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, singing, planning individually, in pairs, in small groups).

9:10 - 10:10 Work Time (children's hour of uninterrupted Choice Time)

Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

10:10 - 10:20 Cleanup Time

Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning.

10:20 - 10:30 Recall Time

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

10:30 - 10:45 Small Group Time

An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

10:45 - 11:30 Outside Time

Children have many choices about how they play in the outdoor learning environment. Adults actively supervise children for safety and also join in their outdoor play, supporting their initiatives and problem solving.

11:30 - 11:40 Bathroom/Wash Hands/Prepare for Lunch

Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.

11:40 - 12:25 Lunch

Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own space, including disposal of leftovers, wiping of tables, and pushing in their own chairs.

12:25 - 1:25 Quiet/Resting Time

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

1:25 - 1:55 Wake/Bathroom/Snack

As children wake up, adults and children work together to put away cots and set up for snacks. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

1:55 - 3:00 Plan/Work/Cleanup/Recall

(Refer to AM descriptions).

3:00 - 3:30 Outside Time/Dismissal

(Refer to AM descriptions).

School Delays or Cancellation

The district will notify you through our INFINITE CAMPUS which allows us to send a telephone or text message to you providing important information about school events or emergencies. This allows us to notify you of school delays or cancellations due to inclement weather, as well as remind you about various events, including report

card distribution, open house, field trips, and more. In the event of an emergency at school, you can have peace of mind knowing that you will be informed immediately by phone.

In addition, these television stations will air school closings or delays.

WZZM TV-13 WOTV TV-8 WWMT TV-3 WXMI TV-17

Early Dismissal

Occasionally severe weather makes it necessary to suspend school or dismiss school early for a day. Coopersville Area Public School will notify parents through INFINITE CAMPUS and contact radio and TV stations to inform parents of early dismissal times. Please listen to radio and/or TV stations listed above.

Make sure that students understand that they (walkers and students riding the bus) are to take the same route home. Arrange in advance for your child/ren to be met by yourself or another adult at the drop-off point.

Alternate shelter home should be arranged in advance, if you will not be home. Emphasize that students should stay off the streets once they reach home. Please review your family's plan with your child/ren on a regular basis.

**Additional school days may be added in order to meet State requirements for programming if excessive closures occur.

Seclusion And Restraint

The district strives to provide a disciplined learning environment that promotes the care, safety, welfare, and security of the school community and the dignity of each pupil, while working to enforce the procedures consistently. All administrators are trained in the legal processes for the use of emergency seclusion and restraint. All personnel participate in awareness training as required by the Michigan Department of Education. See the board policy for more information on seclusion and restraint.

Sign-In / Sign-Out

The security of the building is set up so that everyone is able to enter the building at the Preschool / Child Care Entrance (Door D). This entrance is located on the West side of the building by K-1 Office. If your child is late for any reason, please sign him/ her in at the office. If you will be taking your child out of school any time during the day, please come to the office to sign them out. Children will be released only to those who are designated by the parent / guardian. At the end of the school day, we ask that students are picked up at the front of the building (Not at the classroom doors). Please remember that this is a safety precaution for your child and others.

Snow Days

In the event of a district snow day school cancellation, full day child care is typically open as indicated in the district announcement. This option is available for all families that are enrolled in our before and aftercare program. Snow day childcare operates from 6:30am-5pm. All children attending must bring a cold lunch with them. Breakfast and snack will be provided.

Sleep

Be sure that your child is getting plenty of sleep each night. Ten to twelve hours is recommended for children this age. Be sure to leave plenty of time for them to prepare themselves for school in the morning. The school will be providing breakfast for your child each day.

Staff

The staff of the GSRP is committed to providing a high-quality program for young children and their families. Classroom teachers hold a bachelor's degree in early childhood education or child development with a specialization in preschool teaching or a valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement. Most classrooms will have one teacher and at least one associate teacher to ensure a staff ratio of one adult to ten children. The classroom associate teacher holds a Child Development Credential (CDA) or an associate's degree in Child Development. In classrooms that have three adults, the third adult meets the Bureau of Children and Adult Licensing, Department of Human Services licensing requirements as a "caregiver."

Suspension

A suspension from school is a serious disciplinary course of action. At the elementary level, a child may typically be suspended for one to five school days depending on the nature of the incident resulting in the suspension. Upon the completion of the suspension, the child must be accompanied to school by a parent/guardian and a meeting held with the child's teacher and an administrator to establish a plan of action to help eliminate the troubling behavior.

Suspension Behaviors

Any time a child is suspended it becomes a serious disciplinary action. The behaviors that lead up to a suspension may be cumulative in nature or represent a significant danger to other children or school staff. The following is a list of behaviors, which may result in an immediate suspension:

1. Intentional physical harm to another student.
2. Cursing at a school staff member.
3. Attempting to strike or injure a school staff member. Obviously, any successful attempt would result in immediate suspension also.
4. Defacing or ruining school property (student will be responsible for replacement or cleanup cost). The cost of the material or equipment will be a determining factor.
5. Open defiance and/or disrespect toward a school staff member. The use of vulgar or inappropriate language in the classroom may be considered defiant or disrespectful behavior. If it is a suspendable act, the teacher must have clearly heard the comments.
6. Stealing of property that does not belong to the student, or stealing from a teacher's desk even if property belongs to the student.
7. Possession of any weapon, ammunition, tobacco products or any other mind-altering substances.
8. Any violation of the discipline code (PL 8350) of the Coopersville Area Public Schools.

Toilet Training

It is developmentally appropriate for children to successfully toilet train during preschool years. Parents should expect that this skill will be encouraged and fostered if it has not been done so previously. Toilet learning / training shall be planned cooperatively between the child's primary caregiver and the family so that the toilet routine established is consistent between the center and the child's home. Equipment used for toilet learning / training shall be provided. Primary caregivers are expected to provide adequate clothing for school, and consistency in implementing toilet training strategies and practices at home.

Tornado / Fire / Lockdown Drills

Tornado drills shall be held twice in each school building during a school year to allow students and employees to familiarize themselves with proper drill procedures. At least five fire drills are held during a school year. The teacher in each classroom will instruct the students as to where the appropriate exits are and where they are to stand outside the building. Students are expected to walk, be quiet and orderly in all drill situations. At least three lockdown drills will be held during a school year.

Tornado Watch / Warning or Severe Weather

Should a tornado watch be issued, children will remain at school. School officials will monitor the emergency and determine whether early dismissal is necessary. In all cases, however, during a tornado warning, students will remain in school.

- Staff/students will be alerted that a watch is in effect. A tornado warning will be given in all school buildings.
- Students and employees will follow building procedures of the emergency personnel if they are on site.
- Parents, legal guardians or designees may pick up children at school during a tornado watch. Children may not, however, be picked up during a tornado warning/tornado sighted in the area. Scheduled dismissal will not occur until the warning is discontinued.
- The district shall transport students' home if weather conditions indicate early dismissal is necessary.

Toys from Home

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

Weapons Policy

The possession, use, or threatened use of any real or look alike weapon or instrument capable of inflicting bodily injury is prohibited. Violations may be treated as a police matter and/or may result in suspension or recommendation of expulsion to the Board of Education according to the state law (see Board of Education Policy 5205.)

Weather Policy

Please send your child to school with the appropriate outdoor clothing (coats, hat, mittens, snow pants, boots, etc.) Your child will be going outside in light rain, snow, sleet, and wind so please plan accordingly. The State of Michigan "Family Independence Agency" states that:

- Playing outdoors in cold weather does not cause illness in children. Colds, flu and illness are caused by viruses and bacteria. Children confined in warm, stuffy rooms with several other children have greater exposure to germs causing sickness.
- Frequent exposure to fresh air, exercise, and sunshine increases a child's general fitness and resistance to infections.
- During active play outdoors, the viruses and bacteria are dispersed into a larger, more mobile air space decreasing the risk of spreading to others.
- Physical activity actually increases the air exchange in children's lungs and improves blood flow through the body giving germs shorter contact with respiratory surfaces.

Withdrawal / Dismissal Policy

Withdrawal: Parents/guardians should notify the classroom staff of the intent to withdraw their child from the Program at least two weeks prior to the withdrawal date. Parents/guardians should leave a forwarding address or school contact if the child will be enrolled in another school program.

Dismissal: Students should be in school unless absence is absolutely necessary. Families are responsible for informing the teachers when a child is ill or absent for some important reason. Preschoolers who are absent from class for 10 consecutive school days without parent notification to the program will be dropped from the program to make space available for a child on the waiting list. Every attempt will be made to contact and work with families when this occurs.