



Roseville Community Schools

Great Start Readiness Program



2024-2025

Parent Handbook

(Revised 11.2024)

Welcome

Welcome Parents and Guardians,

Welcome to the Great Start Readiness Program, Michigan's state-funded preschool. The program is offered by the Macomb Intermediate School District through Roseville Community Schools. The program is funded through the Michigan Department of Education and licensed by the Michigan Department of Health and Human Services.

Our preschool program is designed to give children the opportunity to explore their natural curiosities in a safe and nurturing environment. The children can play and interact with other children under the guidance of highly qualified staff. The research-based curriculum provides an atmosphere which promotes social-emotional, physical, language, and intellectual development of young children.

This handbook will provide you with essential information about the program, policies, and procedures. Please use it as a resource throughout the school year.

We look forward to having you and your child participate in our program.

Sincerely,

RCS Great Start Readiness Program Staff
586.445.5780

Nicole Provo
Coordinator of State and Federal Programs
Roseville Community Schools

Contents

Welcome.....	2
Program Goals.....	4
MDHHS Licensing Notebook.....	5
Recruitment, Referral, Enrollment.....	5-6
Equal Opportunity.....	6
Sliding Fee Tuition Schedule.....	6
Curriculum.....	7
Objectives for Development and Learning.....	7-10
Example of Daily Schedule.....	10-11
Arrival and Dismissal.....	12
Attendance.....	12
Late Arrival or Early Dismissal.....	12
Restraining Orders and Court Papers.....	13
Withdrawal Policy.....	13
Home visits and Parent Teacher Conferences.....	14
Ages and Stages Questionnaire.....	14
Parent Involvement	14
Guidance and Discipline Policy.....	15
Confidentiality Policy.....	16
Staff Qualifications and Screenings.....	16
Outdoor Playtime.....	16
Health Policy.....	17
Head Lice Policy.....	17
Allergies.....	17
Immunizations.....	18
Medications.....	18
Covid-19 Preparedness and Response Plan.....	18
Procedures for Injured Child.....	18
School Closings.....	18
Hearing, Vision, Speech.....	19
Weather, Fire and Safety Drills.....	19
Food and Snacks.....	19
Items from Home.....	19
School Clothes.....	20
Television, Videos, and Technology.....	20
Display of Student Work.....	20
Holidays, Special Events and Field Trips.....	20
Pest Management.....	21
Early Childhood Resources.....	21
Board of Education.....	21
Administration Contact and Information.....	22

Roseville Community Schools Great Start Readiness Program is a comprehensive program designed to meet each child's growing and developing needs. Every child receives a variety of individualized learning experiences to promote physical, intellectual, social and emotional growth.



Program Goals

- Provide a safe environment with age-appropriate expectations for each child.
- Recognize each child as an individual with unique needs.
- Offer each child with opportunities to make choices.
- Build a partnership with parents to meet the needs of the child and family.
- Offer families with home-school connections, educational activities, and community resources for their family.
- Observe children's social, emotional, physical, cognitive and language development as a basis for planning.
- Support children with activities at their current level of development and gently guide their growth to the next level.
- Encourage participation and exploration for the children to learn actively in the classroom environment.
- Develop each child's self-discipline and ability to identify, pursue and complete self-chosen goals and tasks.
- Guide each child to work with other children and adults as part of a group, in planning, cooperative effort, and shared leadership.
- Expand each child's language development by enabling him/her to express their thoughts, ideas, and feelings in a safe environment.
- Develop an appreciation and acceptance of others.

MDHHS Licensing Notebook

- The center maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must also include a summary sheet outlining all the reports and CAPs contained in the notebook. The Licensing Notebook Summary Sheet (BCAL-5052) may be used as the required summary sheet in the licensing notebook.
- The notebook is available to parents to review during regular business hours.
- Licensing inspection and Special Investigation reports from the past two years are available on the State of Michigan Department of L.A.R.A website at www.michigan.gov/michildcare.

Recruitment, Referral and Enrollment

Recruitment occurs year-round. Fliers are posted throughout the community, in the local newspaper, and on social media. GSRP accepts names and contact information of interested families throughout the year. GSRP applications are shared with families that might qualify based on income eligibility requirements. Children whom ages are eligible for GSRP according to the chart must qualify with proof of risk factors.

Families are contacted and an initial phone screening is conducted to determine potential eligibility. Families who are residents of Roseville Community Schools are considered, along with families residing in Macomb County and possible neighboring counties. Great Start staff work collaboratively with Head Start and neighboring school districts to serve children most at risk. Income eligible families are referred to Head Start. Families may fill out a waiver if they choose GSRP over the Head Start Program.

GSRP staff meet with families on an individual basis in the office. Parents provide documentation of risk factors according to the Michigan Department of Education guidelines. Over the summer, it will be determined which families qualify for the fall program. Phone calls will be made, or letters will be mailed regarding placement at the end of the summer. Our staff then prioritizes enrollment based on the greatest need, Roseville Community Schools residency, and other risk factors.

When the program is enrolled to capacity, a waiting list is established. Families on the wait list will have an initial phone screening to help determine eligibility. Wait lists names are shared with neighboring GSRP programs. As space becomes available during the school year, qualified families are contacted and enrolled.

We maintain an 8:1 child/adult ratio. Children should be four years old on or before September 1st of the school year in which they are enrolling. To attend, children **must** have on file:

- Income documentation (1040 for the previous year, W2's, or current pay stubs)

- Completed updated Child Information Card (please notify your teacher immediately if you have a new phone number---work, cell, home. **We must be able to contact a parent or emergency contact person at all times.**)
- Health appraisal form signed by a physician (due within 30 days of the first day of attendance)
- Up-to-date immunization records
- Child's original Birth Certificate with seal
- Proof of Residency (mortgage documents, current tax bill, and/or lease agreement)
- Risk Factor documentation as required by Michigan Department of Education
- Parent signed, Parent Notice of Program Measurement form
- Family & Social History Survey
- If a child has an IEP, the parents must provide the most current IEP to the Early Childhood GSRP teaching team at the time of intake to address the recommendations.

Questions regarding enrollment, eligibility, fees, or classroom issues should be shared with the classroom teacher and forwarded to the GSRP specialist. Decisions will be made within the guidelines of the Michigan Department of Education and GSRP Roseville Community Schools' policies and procedures, State of Michigan Department of L.A.R.A. Children and Adult Licensing Division, Early Childhood professional organizations and the discretion of the Early Childhood Coordinator.

Equal Opportunity

Roseville GSRP does not discriminate based on sex, race or religion and are self-supporting programs of Roseville Community Schools.

Sliding Fee Tuition Schedule

The Great Start Readiness program may utilize a sliding fee tuition scale, which works as follows:

- Families whose income falls below 250% of the Federal Poverty guidelines pay no fee for the Great Start Readiness program.
- Families that place between 251% and 350% of the Federal Poverty Level will pay \$5 per week.
- Families placing above 350% of the Federal Poverty Level will pay \$10 per week. Income and tuition fees are calculated at the time of enrollment. During the school year, if family circumstances change, a request may be made to recalculate tuition. An invoice will be sent monthly to the families and payment can be submitted to the business office.

Curriculum

Our program uses a researched-based curriculum called Creative Curriculum. The teachers implement this curriculum while they observe, plan and assess the growth and development of children daily. The children engage in activities to promote learning based on their abilities and interest. Teachers guide and challenge the children through different activities that support literacy, math, and language development.

The Roseville preschool core curriculum is aligned with the National Early Childhood Standards of Quality and the Roseville kindergarten curriculum. It is by these standards that make the transition from preschool to kindergarten a smooth transition.

Objectives for Development and Learning

The Creative Curriculum provides the Teaching Strategies Gold Assessment that allows teachers to arrange their observation according to each child's development in all areas. Teachers will use these objectives to create their lesson plan activities and assess the children according to their developmental level.

Social- Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own need appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Use fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversation
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to book and other texts

- a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend text
 - e. Reads fluently
19. Demonstrates emergent writing skills
- a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

Mathematics

20. Uses number concepts and operations
- a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
- a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
- a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

Example of Daily Schedule

Arrival/Sign-In (10 mins) Children enter the building at their own pace. Once all children have arrived, adults share the daily announcements. The children will hang backpacks in their cubbies. Children are encouraged to sign-in their names for the day. After, adults and children will participate in counting the number of children at home and at school.

Wash Hands/Breakfast (20 mins) They then have choices about which food to eat or interact with adults and one another.

Large Group/Music & Movement (20 mins) All adults and children participate in activities planned around children's interests, singing and dancing to songs, activities, sharing writing messages, and talking about weather, letters, and shapes.

Small Group (15 mins) 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.

Planning Time (10 Mins) Through small group experiences, 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 such as props, songs, area signs, and manipulatives.

Work Time (1 hour) (children's hours of uninterrupted Choice Time). 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. Children will make choices about where they would like to work at, keeping in the spirit of play.

Clean-up (10 mins) Children and adults clean up together, keeping the spirit of play and problem solving alive. Children make many choices during clean up time. Adults accept children's level of involvement and skill while supporting their learning.

Reflection Time (10 mins) Gathered in small group settings, children choose Work Time experiences to reflect on and talk about what they did. Adults provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage them to share such things as props, area signs, re-enacting, and manipulatives. Adults are unhurried in their approach.

Outdoor Time/Gym (30 mins) The children will develop their gross-motor skills while safely using the outdoor or gym equipment. The children have many choices while adults supervise children for safety and join in their play and help with problem-solving.

Read Aloud (10 mins) Teachers and children participate in a shared reading experience. Adults lead children through concepts of print, engaging book discussions, and story retelling strategies.

Wash Hands/Bathroom/Lunch (25 mins) Family-Style meals support children doing things for themselves (serve beverages, distribute trays, and 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 lunch space including disposal of food garbage and pushing in chairs.

Rest Time Prep/Bathroom (10 mins)

Rest Time (1 hour) 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.

Wake up/Bathroom (10 mins) Children are gently awakened as adults increase the volume of instrumental music, open blinds, and turn on lights. Adults and children work together to put away cots and blankets.

Planning Time/Work Time/Clean-Up/Reflection (1 hour) (refer to AM descriptions).

Read Aloud (10 mins) Teachers and children participate in a shared reading experience. Adults lead children through concepts of print, engaging book discussions, and story retelling strategies.

Wash Hands/Snack (15 mins) They then have choices about which food to eat or interact with adults and one another.

Outdoor Time/Gym (30 mins) The children will develop their gross-motor skills while safely using the outdoor or gym equipment. The children have many choices while adults supervise children for safety and join in their play and help with problem-solving.

Dismissal

Arrival and Dismissal

The locations of our GSRP program vary in buildings throughout the district. Parents/Guardians provide transportation to and from class. The safety of all children is critical and elementary school parking guidelines will be enforced. Please park in the school parking lot and not in the bus zones. If you park in the street please follow the signs, police do frequent the school zones, and you will get ticketed if you disobey the signs. Do not leave a car running and never leave a child in the car unattended. Do not leave your preschool child outside unattended or let them play on the playground equipment while waiting for the teacher. Parents are asked to remain with their child until the teachers arrive to greet the class at their designated door. Teachers will take the children's attendance once everyone is inside the classroom and settled. If you are late, please take your child to the office.

At dismissal, the teacher will bring the children to the designated door. Parents will wait outside, and the teacher will dismiss each child one by one to make sure they are going to their right adult. A child will not be released to anyone except a parent or person whose name appears on the child's information card. If someone else will be picking up your child, you must provide a written, dated statement with the person's name. For the child to be released to them a photo ID will be required, and said person must be at least 18 years of age. To deny release of a child to a non-custodial, biological parent, a copy of the legal court document must be on file (refer to restraining orders and court papers section).

Attendance

Regular and prompt attendance at school teaches children the value of education and increases a child's chance for educational success. Children are expected to arrive on time and be picked up on time at dismissal. If your child is going to be absent, please call the office or tell your child's teacher the reason for the absence and the length of absence. If your child is sick, it is best for everyone, including your child, to stay home and rest. A child not feeling well cannot be expected to participate in the busy daily activities in our classrooms.

Late Arrival or Early Dismissal

If you are late dropping off your child for arrival time, take your child to the office. The secretary will let your child's teacher know your child has arrived or your child will be taken down to the classroom. If you need to pick up your child early, go to the office and the secretary will call your child's teacher. The teacher will bring your child to the office to be released.

Restraining Orders and Court Papers

We cannot legally prohibit a parent from picking up a child unless we have current court papers on file indicating restrictions. It is the parents' responsibility to provide these papers and make the staff aware of any potential conflict. Staff are directed not to become involved in parental disputes over the children. Do not ask the staff to take sides, give their opinion about the other parent, or write letters on your behalf. We remain neutral and act only in the best interests of the child. We can only report on attendance and the child's behavior while in our care.

Licensing rule R400.5102(6)(a)- "The licensee shall assure that a child is released only to persons authorized by the parent. The following shall apply: (a) A child shall be released to either parent unless a court order prohibits release to a particular parent. (b) A copy of the order specified in sub-rule (6)(a) is to be kept on file at the center.

Withdrawal Policy

Children will not be dropped from the program except for the following reasons:

- Voluntary withdraw by the parents.
- Parent's continued refusal to meet the basic health and immunization requirements.
- If it is judged by both the parents and staff that the program cannot meet the needs of the child.
- If the child is evaluated or screened and a more appropriate placement is made in a different early childhood program.
- When a child does not attend school for a designated number of days (1 month) without notification to the office or teacher.
- Every effort will be taken to keep children in GSRP; however, should it be determined to be in the best interest of the child and/or other participants to remove a child from the program, the following steps will be taken:
 - *Staff will meet and discuss concerns with the program supervisor or GSRP early childhood specialist.
 - *A meeting with the parent(s) and teaching staff will be held to formulate a plan of action to help the child adjust and be successful.
 - *If necessary, another meeting with the Educational Specialist will be held to discuss alternative strategies or a plan of action.
 - *Recommendations or referral to Student Services may follow pending the progress or lack of progress made.

Home Visits and Parent Teacher Conferences

The lead teacher and their associate visit the child and family at their home in the beginning and end of the school year. The first visit allows the teachers, child and family to meet each other and establish a rapport. The teacher will review information for the beginning of the year and go over any questions or concerns the family might have. The second home visit will wrap up the school year and give families information about kindergarten readiness and summer slide. Locations other than the home may be considered if necessary. For example, the family and teacher could meet at the local library, school or apartment gathering area. Each home visit can last up to an hour.

Throughout the school year, teachers observe and write notes documenting children's ability in all areas of development. Teachers will schedule parent teacher conferences twice a year. This will be an opportunity for you to meet individually with your child's teacher to review their growth, progress and report on any areas of concern. Conferences are scheduled at 45-minute intervals. Depending on the situation at that time, conferences may be a phone call, virtual or in person.

Ages and Stages Questionnaire

The Ages and Stages Questionnaire is a screening tool designed to help parents and teachers learn about a child's development and if they are on target for their age. The questionnaire has two parts: ASQ-3 and SE-2. The ASQ-3 focuses on the child's overall development and is broken down into 5 categories- language, gross motor, fine motor, problem solving and personal-social skills. The SE-2 focuses on social-emotional development. Teachers will distribute the questionnaire at the beginning of the school year. The two questionnaires take about 45 minutes to complete. Once completed, the teacher can input the information and get results. This information will be shared with parents at the first parent teacher conference.

Parent Involvement

The home-to-school connection is linked to children's success in school. There are many ways for parents to be involved in their child's education. Daily drop-off and pick up times are great opportunities to hear about your child's day and for parents to share updates with the teacher. Parents may email, call or send messages to the teacher with questions, ideas, or concerns. Parents are also encouraged to attend Parent Advisory Committee (PAC) meetings. When children see parents participating in school events, they come to learn that their education is valued. Ways parents can participate with your child's preschool experience:

- Parents are invited to events throughout the school year. Your child's teacher will inform you of upcoming events prior to them taking place.
- Read school notes and newsletters

- Read to your child everyday
- Ask open-ended questions that allow your child to tell you in their own words, not just answer yes or no
- Check your child's backpack daily after school and talk about what they did in school that day
- Have conversations about your child's day, friends and experiences. Encourage him/her to use descriptive words
- Keep the lines of communication open with your child's teacher and let them know of any changes at home so we are better able to support your child at school

Guidance and Discipline Policy

Teachers are responsible for the supervision and guidance/discipline of the children at all times. Young children gradually develop the ability to control their behavior. Teachers use their knowledge of child development to guide the children in this process. In the classroom setting, the goal is for children to verbally state their needs, express themselves and use numerous ways to solve social problems. Teachers are always watching and interacting with the children. If a child is having trouble, the teacher will ask the child to show or tell what happened. School is a safe place for children to share their feelings, think of solutions and ask adults for help, when needed. If the child is using violent forces, such as hitting or destruction of property, the teachers work closely with that child to identify feelings and work on ways to act out the feelings appropriately.

When it becomes necessary to discipline a child, the following steps will be taken:

- Re-direct child to a new activity or more appropriate situation
- Talking to the child on a one-on-one conversation about the behaviors he/she should be using and the behaviors that are inappropriate.
- Support other children's expression of their feelings about the child's actions or words that influence the activity.
- Remove the child to a quiet area under direct adult supervision for a brief period where he/she can express and bring under control his/her emotions or behavior.

State of Michigan Department of Health and Human Services, Bureau of Children and Adult Licensing R400.8140 prohibits:

- Hitting, shaking, biting, spanking or inflicting any forms of corporal punishment
- Mental or emotional punishment
- Restricting a child's movement by tying or binding him/her
- Deprivation of rest, meals, or toilet use
- Exclusion from outdoor play or gross motor activities, daily learning activities
- Confining a child in an enclosed area such as a closet, locked room or box

Students are expected to follow all the rules and regulations set forth in the Roseville Community School's Student Code of Conduct.

Confidentiality Policy

All information you provide to the program is confidential. The staff are required to keep information about children, families, and co-workers confidential. Staff and parents are asked to refrain from commenting about children or families in the presence of other children or adults. Information within the program will be shared within the program as needed by members of the professional team for assessment or services only. Student records, also known as CA-60s, will be created for each child enrolled in the GSRP program. These records will be forwarded on to your child's elementary school when they begin kindergarten. Work samples and teacher assessments will also be a part of this file.

Staff Qualifications and Screenings

The Great Start Readiness Teachers have either an Elementary Certification with endorsements in Early Childhood Education or a bachelor's degree in Early Childhood. Associate teachers have CDA or associate degrees specializing in Child Development and Early Childhood Education. All staff members on duty have current certification in CPR and First Aid. This training is renewed yearly to keep the information and practice current. All staff members annually participate in 16 or more hours of professional development. The Michigan State Police have conducted criminal history records checks on all staff. The Federal Bureau of Investigation and Michigan Department of Health and Human Services has checked all staff for a history of substantiated abuse and neglect.

In compliance with State Law, we are required to report suspicion of abuse or neglect to Child Protective Services.

Outdoor Playtime

Outdoor play is a part of the preschool program. Please be sure your child has proper clothing for the weather. For example, in the winter, children will need snow pants, boots, gloves, a hat, scarf and jacket. In the spring/fall, your child will need closed-toed shoes for safety. Classes may go outside when the temperature, inclusive of wind chill, is above twenty degrees Fahrenheit or below ninety degrees Fahrenheit. Children who are healthy enough to attend class should be prepared to join the group outside. Staff/Child ratios require that all children join the group outside. Children are not allowed to sit in the office during outside time. Playground equipment used by preschool age children must be age-appropriate and certified safe by a DHHS approved inspector.

Health Policy

When children are in a group setting, it is a challenge to keep everyone healthy. There are several things we do to prevent the spread of communicable disease and infection. These guidelines apply to children, adults, and volunteers in our program. Children need to learn to wash their hands properly before they eat, after they use the bathroom or wipe their nose and when their hands are dirty. Parents need to keep children home if they have the following symptoms or communicable disease:

Chicken Pox	Measles	Scabies
Conjunctivitis (Pink Eye)	Pin Worm	Ring Worm
Strep Throat	Impetigo	Unidentified Rash
Diarrhea	Vomiting	
Infectious Mononucleosis	Hand, Foot and Mouth	
Temperature of 100 degrees or more (axillary)		
Covid-19 (refer to Covid-19 Preparedness and Response Plan)		

Children with a temperature of 100 degrees or more must be fever free without fever reducing medication for 24 hours before returning to school. For bacterial infections, children must be on antibiotic treatment for a minimum of 24 hours before returning to school. Many times, children are contagious before these symptoms are observed. Parents may be requested to pick up their child if the child exhibits symptoms of a contagious disease or children are uncomfortable in the group setting; (examples: continuous green running nose, coughing, rashes, just not feeling well).

If the staff is unable to contact the parent or person on the child information card, the child will be kept in a supervised, but isolated area and kept as comfortable as possible until they are picked up.

Head Lice Policy

Head lice are common amongst groups of children. If head lice are present. Children can return to school when they are nit-free.

Allergies

Please inform your child's teacher of any allergies. Our school district has policies and procedures in place that safeguard the health of children while they are in our care. If your child has a food allergy, a form will be given to you to be filled out by a doctor. It will be given to our Food Services, and they will provide the appropriate doctor-recommended accommodation to keep your child safe in our care. An Authorization for Medication form may also be given to you in case your child has Benadryl or an Epi-pen on their allergy plan.

Immunizations

At the time of your child's initial attendance, a record of all immunizations must be on file within 30 days for your child to attend class. All children who attend an early childhood program in Michigan are required by law to be fully vaccinated. If your child does not comply with health department standards, they will be excluded from the program. Questions regarding these requirements should be directed to the Macomb County Health Department School Immunization program at 586.466.6840.

Medication

Any necessary medication that is to be given to a child while at school shall be accompanied by a completed medication form. Parents are responsible for completing the required information including the name of the medication, dosage to be given, time(s) to be given and method of administration. A licensed physician must also sign this form. Faxed copies are acceptable. The medication must be in its original container with the child's name and dosage instructions clearly labeled. The parents must provide an appropriate medical spoon or cup if required.

Medications **will not** be given on an as needed basis (Exception: Epi-pen, DIASTAT, Inhaler.)

Covid-19 Preparedness and Response Plan

Roseville Community Schools follows the Macomb County Health Department guidelines and CDC recommendations.

Procedures for Injured Child

A parent will be contacted if there are injuries where blood is present or if there is a head injury. If the injury is minor, staff will verbally notify the parent at dismissal. These injuries will be treated with first aid such as rinsing a cut or applying a cold compress to a bump. The staff are trained in CPR and first aid.

In the event of a severe injury or accident, the teacher will immediately begin first aid, direct other staff to contact the secretary immediately, and/or call 911 if necessary. Parents will be contacted immediately.

School Closing

Inclement weather or building problems sometimes bring unexpected school closings. There are several ways parents can be informed about these unanticipated days. School closing information is broadcast on radio stations WJR, WWJ, and WOMC. Television stations that air school closing information are Fox-2 News, WDIV- Channel 4, and WXYX- Channel 7. The school may also call you on the phone or leave a message with a robot call telling you update to information about the situation.

Hearing, Vision, and Speech

Please contact the Macomb County Health Department Hearing and Vision Program at 586.412.5945 to set up an appointment to get your child tested. Please keep the hearing and vision record safe, as you must provide the results at kindergarten registration.

If you have concerns about your child's speech, share your concerns with your child's teacher. The teacher can start the steps of the speech process, and your child can get screened with the building speech pathologist. Residents of RCS are serviced through Roseville Community Schools. If you reside in another city or area, you can contact your home school district to start the process.

Weather, Fire and Safety Drills

Emergency phone numbers for police, fire, poison control and animal control are posted in each classroom. There are also individual building maps showing routes for emergency evacuation and shelter during tornado warnings. Our practice drills provide the opportunity for children and adults to become familiar with the guidelines necessary in each situation and are conducted throughout the year. These drills include fire, tornado and lock down drills. Our staff reassures children that adults are with them to keep them safe.

All visitors to the building must check into the office. Each building in the district has a Crisis Plan in place, unique to that building, that is coordinated with the local safety officials. This plan is not shared with the public for security reasons.

Food and Snacks

Our program provides a free breakfast, lunch, and snacks for all the children. Mealtime provides much more than nourishment for young children. Healthy habits are encouraged as children learn to wash their hands, eat with utensils, and choose nutritious foods. Social interaction and fine motor skills are nurtured at each mealtime. Healthy food provides children with the energy they need to play and learn. Daily lunch includes protein, vegetables, fruit, grain, and milk.

Items from Home

Your child will need to bring a backpack to school every day. A change of clothes (pants, socks, underwear, shirt) will be kept at school in case of an accident. Please label all your child's belongings with their full name. Toys and personal belongings should stay at home. It can be devastating to a child when a special toy/object becomes lost or damaged.

School Clothes

Play is a child's "work." Please dress your child in clothes that can get dirty. Children will be involved in "messy" activities such as paint, glue, playdoh, sand, water, and a variety of other messy materials almost daily. Your child will be comfortable and willing to play and experiment if they do not have to worry about staying clean or ruining their clothes. The best shoes for preschool are tennis shoes or rubber-soled shoes. Open-toed shoes, sandals, and flip-flops may be dangerous to little toes both inside and outside. If your child wears rain boots or snow boots please send a pair of tennis shoes in their backpack. We will have your child change into their tennis shoes to wear in the classroom.

Television, Videos and Technology

Technology is used sparingly in the classrooms. When the children enter elementary school, they can quickly acquire the skills necessary to put technology to good use. Our primary focus in preschool is to facilitate your child's growth through quality interaction with our staff, your child's classmates, and carefully selected classroom materials.

Display of Student Work

The Roseville Community School district displays student artwork and other assignments on bulletin boards in the classroom, in the hallways of the school and at the Administration Building. The District may also display student work in areas frequented by the public, such as shopping malls. Student work may also be reproduced in school publications or posted to school websites. If you do not wish to have your students' work displayed, you must notify the District in writing by September 30th.

Holidays, Special Events and Field Trips

Celebrations focus on the meaning of the holiday: giving to others, family and friends and the seasons. Our classrooms try to remain calm, safe places while acknowledging these special times and family traditions. Your child's teacher will notify you about any holiday celebrations or special events.

The GSRP program does not go off site on any field trips. The program participates in in-house field trips, meaning the field trip comes to the school. Some examples are a firetruck visit, farm animals, exotic animals, or special guests about a certain topic. Your child's teacher will notify you about any in-house field trips at the school, most of the time families are also invited to participate.

Pest Management

Roseville Community Schools contracts with a pest management company who routinely treats the school for pests. This will typically take place in September. The company posts a notification on the door at any time they treat the building. Parents will also be notified by email or handout. For more information regarding our Pest Management Program, contact Buildings and Grounds at 586-445-5697.

Early Childhood Resources

Creative Curriculum
www.TeachingStrategies.com

Great Start
www.greatstartforkids.org

Great Parents Macomb
www.miparents.org

Zero to Three
www.zerotothree.org

Early On Macomb MISD
www.misd.net/earlyon

Michigan Department of Health and Human Services
www.michigan.gov/mdhhs

National Association for the Education of Young Children
www.naeyc.com

Michigan Department of Licensing and Regulatory Affairs
www.michigan.gov/lara

Roseville Community Schools
www.rosevillepride.org

**Poison Control Number
 1-800-222-1222**

Board of Education

- Theresa Genest.....President
- Kevin Switanowski.....Vice President
- Joseph DeFelice.....Secretary
- Matthew McCartney.....Treasurer
- Gina Aiuto.....Trustee
- Michelle Williams-Ward.....Trustee

Administration

Mark Blaszkowski.....Superintendent

Dave Rice.....Deputy Superintendent, Curriculum & Instruction
Peter Hedemark.....Assistant Superintendent, Personnel
Nicole Provo.....Coordinator of State & Federal Programs

Contact Information

GSRP Secretary
586-445-5780 - Green Elem.
586-298-1924 – Fountain/Kment Elem.
Monday- Friday
8:00 a.m.-4:30 p.m.

Curriculum Department
586-445-5688
Monday- Friday
8:00am-4:00pm
(closed 12:00 p.m.-1:00 p.m. daily)

Summer Hours
Monday- Friday
8:00am-4:00pm
(closed 12:00 p.m.-1:00 p.m. daily)

Administration Building
18975 Church Street
Roseville, MI 48066

