



# **Roseville Community Schools**

## **Great Start Readiness Program**



### **2025-2026**

## **Parent Handbook**

**(Revised 10-2024)**

## **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 direction 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 important 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

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*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](http://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 who are age 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 members 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 meets 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 1<sup>st</sup> 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 one 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, DTE, Consumers Energy, Voter Registration)
- 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 in order 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**

As of July 2024 there is no sliding scale fee for over-income families. We do enroll families whose income qualifies first beginning with the lowest incomes. We will then enroll over-income families.

### **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 as well as 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. Use 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 up backpacks in their cubbies. Children are encouraged to sign their names in for the day. After, adults and children will participate in counting the number of children 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 with 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 attendance of the children 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. Photo ID will be required, and any person must be over 18 years old in order for the child to be released to them. 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 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 parent's responsibility to provide these papers and make the staff aware of any potential conflict. Staff is directed not to become involved in parental disputes over the children. Please do not ask the staff to take sides, give their opinion in regard to the other parent, or to 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 the 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 amount 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 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 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 various 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 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 short period of time 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 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 a CDA or an associate's degree specializing in Child Development and Early Childhood Education. All staff members on duty have current certifications in CPR and First Aid. This training is renewed on a yearly basis, to keep the information and practice current and up to date. 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, 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:



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

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 an 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 Food Services and they will make the appropriate accommodations the doctor recommended in order 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 of 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 is not in compliance with health department standards, they 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 parent must provide 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 was 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 case of a serious 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 phone or leave a message with a robo 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 setup an appointment to get your child tested. Please keep the hearing and vision record in a safe location, as you will be required to 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 then you can contact your home school district in order to get the process started.

### **Weather, Fire and Safety Drills**

Emergency phone numbers for police, fire, poison control and animal control are posted in each classroom. There are also 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 general public for security reasons.

### **Food and Snacks**

Our program provides a free breakfast, lunch, and snack 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 foods provide children with the energy they need to play and learn. Daily lunch includes a protein, vegetable, fruit, grain, and milk.

### **Items from Home**

Your child will need to bring a backpack everyday to school. 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 they 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 general 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 student's work displayed, you must notify the District in writing by September 30<sup>th</sup>.

### **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 at the same time 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](http://www.TeachingStrategies.com)

Great Start

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

Great Parents Macomb

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

Zero to Three

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

Early On Macomb MISD

[www.misd.net/earlyon](http://www.misd.net/earlyon)

Michigan Department of Health and  
Human Services

[www.michigan.gov/mdhhs](http://www.michigan.gov/mdhhs)

National Association for the Education of  
Young Children

[www.naeyc.com](http://www.naeyc.com)

Roseville Community Schools

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

Michigan Department of Licensing and  
Regulatory Affairs

[www.michigan.gov/lara](http://www.michigan.gov/lara)

## 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

Denise Brum.....Trustee

## Administration

Mark Blaszkowski.....Superintendent

Dave Rice.....Deputy Superintendent, Curriculum & Instruction

Peter Hedemark.....Assistant Superintendent, Personnel

Nicole Provo.....Director of School Improvement and Grants

## Contact Information

GSRP Secretary @ Green Elementary  
586-445-5780

GSRP Secretary @ Fountain/Kment Elementary  
586-445-5765  
Monday- Friday  
8:00 a.m.-4:30 p.m.

Curriculum Department  
586-445-5608  
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)

Roseville Community Schools  
Administration Building  
18975 Church Street  
Roseville, Mi 48066

