



Cedar Trails Elementary

Early Childhood Preschool Programs

2017-2018 PARENT HANDBOOK

*Cedar Springs Public Schools
Cedar Trails Elementary School
204 E. Muskegon St
Cedar Springs, MI 49319
Phone: 616.696.9884
Fax: 616.696.3104*

YOUR CHILD'S SCHOOL BUILDING STAFF AND PHONE NUMBERS

Your child's teacher: _____

Your child's associate teacher: _____

Phone number to call if you wish to reach the office: _____

Phone number to call if you wish to reach the classroom: _____



CONTACTS AND PHONE NUMBERS

Beth Whaley
Cedar Trails Elementary
Principal
616-696-9884

Early Childhood Services
Cedar Trails Elementary

WELCOME

The Cedar Springs Preschool Program staff would like to welcome you and your child to the exciting world of preschool education. This handbook is designed to explain the policies and operation of the program. Please read this handbook and any other information that you may receive, so you have a clear understanding of the partnership between home and school as it pertains to this program.

VISION STATEMENT

Our vision is to provide high-quality early childhood experiences for children.

MISSION STATEMENT

Through a partnership with families, teachers, and communities, our mission is to cultivate child centered, play-based environments that support critical thinking skills, develop positive self-concepts and facilitate independence and competence - all of which build the foundation for lifelong learning.

PHILOSOPHY

The Cedar Springs Preschool Program is guided by developmentally appropriate practices. This means teaching in ways that match how children develop and learn. Our early childhood professionals make decisions about the education of children on the basis of three types of information: child development and how children learn, individual strengths, needs and interests of each child, and each child's family and community cultures.

The following principles guide our practice and help us understand the reasons for intentionally setting up and operating the preschool program:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

Our philosophy validates the vital role of a child centered, play-based model. It highlights the essential roles teachers play in building a strong foundation for children's success in school and in life. This philosophy aligns with the NAEYC Developmentally Appropriate Practice Position Statement, The Creative Curriculum®, Standards of Quality and Curriculum Guidelines set by the Michigan State Board of Education.

STAFF

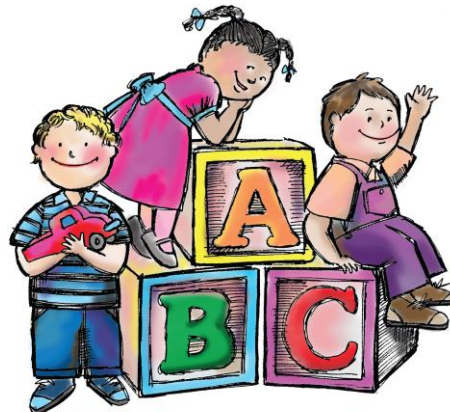
Our preschool staff and teachers are committed to providing high-quality programming for young children and their families. Lead Teachers have a Valid Michigan Teaching Certificate Degree in Child Development. All classrooms have one lead teacher and one associate teacher to ensure a staff ratio of one adult to twelve children.

HOME & SCHOOL PARTNERSHIP

We believe that we all need to work together toward the goal of nurturing children in an environment where all are respected for their individual differences and provided with every opportunity to build a lifelong love of learning. Visits by parents are always welcomed and encouraged at any time. Your comments, ideas, and questions are always welcome. We are confident this year will be one of growth and fun-filled activities for you and your child. Please feel free to contact staff at any time for any reason.

PROGRAM GUIDELINES

ADMITTANCE:



Welcome to
Preschool

THE FOLLOWING DOCUMENTS MUST BE COMPLETED AND SUBMITTED BEFORE ACCEPTANCE INTO THE PROGRAM:

_____ **Completed Child Information Record (card):** completely filled out and signed, including permission to seek emergency medical care; and with information **CURRENT** and **COMPLETE** - including phone numbers - for **ALL** individuals authorized to pick up

your child from the classroom. *[This Information Card is due at the time of initial attendance in the classroom.]*

_____ **Immunization Record:** showing a minimum of 1 dose of each immunizing agent specified by the Department of Community Health; or a waiver if not having your child immunized for religious or other reasons.*[This Immunization Record is due at the time of initial attendance in the classroom.]*

_____ **Completed Physical:** performed within the preceding year, SIGNED by a licensed physician or his or her designee; and with any restrictions noted. *[This Physical is due within 30 days of initial attendance in the classroom.]*

_____ **Copy of Birth Certificate/Government Document:** stating your child's age.

SOCIAL AND ETHNIC CONSIDERATIONS

Cedar Springs Preschool Programs admit children of any race, color, national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to children at school. It does not discriminate on the basis of race, color, national or ethnic origin in any way, including admissions and educational policies, assistance and other school-related activity or programming. Diversity is valued, encouraged and reflected in the classroom environment.

WITHDRAWAL

- Your family should notify the classroom staff of the intent to withdraw their child from the program at least one week prior to the withdrawal date.
- Leave a forwarding address or school contact if the child will be enrolled in another school program.

ABSENCES

- You are expected to contact the Cedar Trails office when your child is absent due to illness or family activity. You can reach the main office at: 616-696-9884

CONTACT INFORMATION

- If your family moves, changes telephone numbers, or wishes to add or delete an individual 'Emergency Contact' person, it is the your responsibility to notify classroom staff IMMEDIATELY and make the written changes so you may be reached in case of emergency or other communication need.

SAFETY RESPONSIBILITIES

- Follow all car safety rules.
- Help your child safely get in and out of the car and the parking lot.
- Make sure children are not left alone in the car while coming into school to pick-up or drop-off your preschool child.
- List all other responsible ADULTS to transport your child when you are not available. This people must be listed on classroom forms.
- Bring your child in to school, sign him/her in on the attendance form, and make the teacher aware of his/her arrival. At pick up time, your child must be signed out.

POLICY FOR LATE PICK-UP OR EARLY DROP-OFF

It is important that your child is picked up on time each day. Preschool children become anxious and can quickly feel abandoned if dropped off at school before the other children or left behind after all others have gone home. Teachers and other school personnel have other obligations before and after school and, therefore, cannot be available to insure your child's safety.

The classroom teachers will follow the local school district building policy for late pick-ups. If there is not a local school district building policy in place, the teacher will do the following;

- 10 minutes after the dismissal time, the teacher will contact all persons listed on the child information record.
- 1 hour after the dismissal time, the teacher will notify Child Protective Services.

In situations where continual or substantial neglect is perceived, Child Protective Services will be notified. We will make every effort to work with families regarding pick-up and drop-off issues, but repeated incidents may result in program withdrawal.

FAMILY INVOLVEMENT

The family involvement component of the preschool is based on the belief that the best environment for children exists where there is close family-school interaction. **DO PLAN TO VISIT SCHOOL!** We would love to have you! Our only request is that you call to let us know the day and time you wish to visit. Family members planning to visit our preschool must have the signed "Volunteer Statement" on file to meet our State of Michigan preschool licensing requirements to ensure the safety and well-being of students.

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. We model and teach respect, encouragement, communication, and problem solving. Children are provided with daily opportunities to make choices and learn from mistakes. Teachers provide ongoing support as children learn social skills. Program staff is not allowed to use any form of punishment (i.e. spanking, threatening, humiliating, and withholding of basic needs including food and isolation from the group).

The Cedar Springs Public Schools are committed to providing a safe learning environment for all students, on and off property, and at all school sponsored events.

All schools have developed and will enforce necessary rules and regulations related to student welfare and discipline. Students violating the rules of conduct will be first involved in restorative justice practices. Restorative Justice includes bringing affected parties together, making amends, and reintegrating students into the classroom community. This helps to strengthen school communities, prevent bullying, and reduce student conflicts. If additional supports are necessary, student may be subject to disciplinary action and/or possible suspension or expulsion from school. All staff have been trained in, and comply with, the Seclusion and Restraint laws from Michigan Department of Education.

CHOICES: Teachers will interact and play with children during free choice time and model appropriate behavior. Throughout the school day, children are recognized and encouraged to make good choices. Choices, with-in 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. Children are offered choices in school whenever possible.

PROBLEM SOLVING: 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 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.

NATURAL CONSEQUENCES: Teachers help children to understand the outcomes of their choices. Teachers are always calm and address children's feelings. Children are supported in understanding and making positive choices.

HEALTH POLICY

To insure a positive, healthy school experience for children, the preschool program will have the following policy regarding illness.

You will be asked to come and take home your child if any signs/symptoms of being ill are seen while at school. The school staff must exclude children from the classroom for illness or other health-related problems. Please keep your child at home if he or she has any of the following symptoms or is unable to participate in any part of the day, including outdoor play.

TEMPORARY EXCLUSION:

Your child should be kept at home when he or she has:

- Temperature above 100.5 degrees
- Earache
- Runny nose
- Nausea or vomiting
- Red or watery eyes
- Diarrhea
- Chills or fever
- Coughing
- Skin rash
- Sore throat
- Lice or ringworm



If your child is too ill to remain in the group he or she will be placed in a separate area and cared for and supervised until a family member arrives. Items and facilities used by an ill child or adult are not used by any other person until washed, rinsed, and sanitized.

If the preschool becomes aware that a staff member, volunteer or child has contracted a communicable disease, staff will notify you of the name and symptoms of the communicable disease with a note and/or posting in the classroom.

RETURNING TO SCHOOL:

Children, staff and volunteers should remain at home until the contagious period of an illness has ended. Your child may return when:

- There have been no symptoms of illness for 24 hours (without the use of medication)
- Your child has been on prescribed medication, such as antibiotics, for at least 24 hours.
- A physician's statement verifies the condition (rash, cough, etc.) is no longer contagious.

HAND WASHING PROCEDURES:

Hand washing is probably the most critical element in reducing the spread of

germs. Thorough washing is cleansing the hands with soap and warm, running water for at least 20 seconds. Children will develop healthy habits by washing their hands before eating, after using the restroom, when returning from outdoors and other times as deemed necessary by staff. Encourage these same habits at home with your child. All staff and volunteers follow hand washing procedures. Guidelines are posted in food preparation areas, in toilet rooms, and by all hand washing sinks.

MEDICATION POLICY:

Staff give or apply medication only with prior written permission from the parent/guardian. All medication must be in its original container and clearly labeled with the child's name. Prescription medication must have the pharmacy label. All medication will be given according to the directions on the original container unless authorized by a written order of the child's physician. Please complete the medication form available in the Cedar Trails office.

HEALTH RELATED RESOURCES

Reporting suspected child or adult abuse or neglect:

Child Protective Services 855-444-3911

Questions or getting help after a sexual assault, domestic violence or date rape:

Children's Assessment Center 616-336-5160

Safe Haven Ministries 616-452-6664

YWCA – Sexual Abuse Crisis Line (24 hour) 616-776-7273

YWCA – Domestic Crisis Center (24 hour) 616-451-2744

Emergency shelter, food, or help paying utility bills:

United Way's 2-1-1 2-1-1 or 616-459-2255

Department of Human Services 616-248-1000

The Salvation Army – Booth Family Services 616-459-9468

Questions or getting help with parenting issues:

Family Futures 616-454-4673

Kent County Health Department 616-632-7200

Parent Helpline (24 hour) 1-855-4A-PARENT

If you are pregnant and have questions or need help with health care issues:

Kent County Health Department 616-632-7200

Department of Human Services 616-248-1000

March of Dimes 616-247-6861

Questions or need help with child development issues:

Early On 616-365-2310

Legal help:

Friend of the Court 616-632-6888

Legal Assistance Center 616-632-6000

Western MI Legal Services 616-774-0672

Information about available child care:

Great Start Connect 1-877-614-7328

TOLL FREE RESOURCES

American Red Cross 1-800-482-2411

Association for Children's Mental Health 1-888-226-4543

Brain Injury Association of Michigan 1-800-772-4323

Cancer Information Service 1-800-422-6237

Center for Missing and Exploited Children 1-800-843-5678

Children's Special Health Care Services 1-800-359-3722

Early On Michigan 1-800-327-5966

Focus on the Family 1-800-232-6459

Gerber Family Resource Center 1-800-443-7237

Hope Network of West Michigan 1-800-695-7273

Hospice of Michigan 1-888-466-5656

Michigan Children's Ombudsman 1-800-642-4326

National Domestic Violence Prevention 1-800-799-7233

National Literacy Hotline 1-800-228-8813

Parents Without Partners 1-800-222-1222

Suicide Prevention 1-800-784-2433

FULL-DAY SAMPLE ROUTINE

8:00 – 8:45 Arrival/Breakfast/Greeting Time - Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. 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 daily announcements.

8:45 – 9:00 Large-Group Time/Music and Movement - All adults and children participate in activities planned around children's interests and developmental levels. These activities may include music and movement, stories, cooperative play and projects; and events meaningful to children.

9:00 – 9:10 Planning Time - Children indicate their plans to adults where people and materials are visible. Adults use a range of strategies to support children's planning (e.g. props, area signs, tape recorders, singing, planning individually, or in pairs or small groups).

9:10 – 10:10 Choice Time - Children have at least one hour of uninterrupted time to make choices and carry out their intentions. During this 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 cooperate to put away materials. 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 - Children have time to reflect on the Choice Time activities and share those with other children and adults. Teachers use a variety of strategies to support children's review of their daily activities.

10:30 – 10:45 Small Group Time - Children work with a teacher and a small group of children. Teachers plan activities based on children's interests, needs and development. Children explore, play, work with materials, and talk about what they are doing. Children use the materials in their own way.

10:45 – 11:30 Outside Time - Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

11:30 – 11:40 Bathroom/Wash Hands/Prepare for Lunch - Children help with 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 (serving themselves, pouring drinks, passing 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. After eating children are encouraged to clean their own space including caring for trash, wiping of tables, and pushing in their chairs.

12:25 – 1:25 Quiet/Resting Time - Children have daily time to sleep or have quiet activities on their own mat or cot. Rest Time is individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

1:25 – 1:55 Wake/Bathroom/Snack - As children wake up, adults and children work together to put away mats, use the bathroom as needed, wash hands and have a snack.

1:55 – 3:00 Planning/Choice Time/Cleanup/Recall

3:00 – 3:30 Outside Time/Dismissal

HALF-DAY SAMPLE ROUTINE

8:00 – 8:30 Arrival/Breakfast/Greeting Time - Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. 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 daily announcements.

8:30 – 8:45 Large-Group Time/Music and Movement - All adults and children participate in activities planned around children's interests and developmental levels. These activities may include music and movement, stories, cooperative play and projects; and events meaningful to children.

8:45 – 8:55 Planning Time - Children indicate their plans to adults where people and materials are visible. Adults use a range of strategies to support children's planning (e.g. props, area signs, tape recorders, singing, planning individually, or in pairs or small groups).

8:55 – 9:55 Choice Time - Children have at least one hour of uninterrupted time to make choices and carry out their intentions. During this time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

9:55- 10:05 Cleanup Time - Children and adults cooperate to put away materials. Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning.

10:05-10:15 Recall Time - Children have time to reflect on the Choice Time activities and share those with other children and adults. Teachers use a variety of strategies to support children's review of their daily activities.

10:15- 10:30 Small Group Time - Children work with a teacher and a small group of children. Teachers plan activities based on children's interests, needs and development. Children explore, play, work with materials, and talk about what they are doing. Children use the materials in their own way.

10:30- 11:00 Outside Time - Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

11:00- Dismissal

CLASSROOM FIELD TRIPS/SCHOOL EVENTS

If your child's class takes a field trip, you will receive notice in writing before the event.

Trips are connected to children's learning and may include visiting local businesses or community parks and done within walking distance from the school.

SCHOOL CLOSINGS AND DELAYS

Preschool will be cancelled if your local school district is closed. The A.M. session will be cancelled if your school district has a delay. Please contact your child's teacher for more information. Your local television and radio stations will report these delays.

CURRICULUM AND ASSESSMENT

Your preschool classroom will provide a safe, secure and happy place for children. The curriculum has a play-based and developmentally appropriate philosophy. Attention is given to social, cognitive and physical development. Children interact in both large and small groups. The environment and activities are designed to assist in the development of pre-reading, pre-math, science, social studies and the arts. All of the learning areas are designed to support the "Early Childhood Standards of Quality for Pre-Kindergarten" adopted in 2013 by the Michigan State Board of Education. The Creative Curriculum® is the State approved curriculum used in our classrooms. Teachers will monitor your child's progress regularly. Your family will meet with the teachers during the year at Open House and Conferences. Parent Teacher Conferences will be held twice per school year. During conferences your teachers will share how your child is doing, as well as ideas for you to assist in your child's development. You will receive progress reports highlighting your child's development.

CLASSROOM LEARNING ENVIRONMENT

Our preschool classrooms use the Creative Curriculum® and are divided into different interest areas, some of which are listed below:

Large Muscle Areas/Outdoor Classroom - Here your child is learning:

Self-confidence as the child develops new skills

Physical strength, coordination and balance

To use imagination

To cooperate with others when involved in some dramatic play

To solve problems

To use energy in a constructive way

To negotiate and take turns

Toys & Games and Block Area - Here your child is learning:

About the relationships of parts to the whole

Eye-hand coordination

Concepts of shape, size, color and location

Vocabulary related to the subject of the puzzle

Problem solving based on clues of the puzzle

About negative/positive space, seeing something against its background

Math and reading concepts

Self-confidence as the child learns how to do more difficult puzzles

Independence as the child uses the materials without help

Sorting, while grouping "sets" of puzzle pieces belonging to different puzzles

Numerical concepts of more, less, long, and short

Logical reasoning

To extend, reproduce, and make patterns

To cooperate with others

To exercise imagination

Sand/Water Table - Here your child is learning:

To exercise imagination

Concepts of size, shape, and volume, empty and full

How to use tools

To solve problems and observe changes

Concepts of warm and cool, wet, damp and dry, heavy and light

How to play socially with others

To make systems for classifying, ordering, and arranging skills which are later used in math

To make patterns and symbols, skills which are later used in reading and writing.

Classroom Library - Here your child is learning:

To love reading and becoming a life-time reader

Language skills

Creative thinking skills - expanding the imagination

ABC's, shapes, colors, numbers, rhyming, etc

To recognize print

Expanding vocabulary - hearing and using new words

To recognize letters and connecting sounds to letters

Complex sentence structure

To ask and answer questions

Memory and listening skills

To identify emotions

An understanding of the world
About other cultures and ways of life
Life-long curiosity and love of learning

Dramatic Play (labeled to reflect the current theme such as: Camping, Restaurant, Doctor's Office) - Here your child is learning:

To express one's self in sentences
To try on different roles
To solve problems socially through negotiation with friends
To make decisions
To improvise/use things in a symbolic way to represent something else...abstract thinking
To carry out ideas with the cooperation of others
To exercise imagination and creativity

Discovery - Here your child is learning:

About nutrition, different tastes, and food groups
How hot and cold temperatures change things
Concepts of volume and measurement
Part-whole relationships, which are basic math concepts
An awareness of the child's own and other cultures
Concepts of texture, color, weight, size, etc.
Observe similarities and differences
Appreciate nature and develop a sense of curiosity about the world

Art - Here your child is learning:

To exercise imagination
Concepts of shape, size, location, and design-relevant to learning to read
About things that have different textures
How to make patterns and designs-math skill
Eye-hand coordination
To express one's self without words
That one's ideas have value
Concepts of symmetry balance and design
An acceptable way to make a mess
How to mix colors and form new ones
To control the small muscles of his/her hands

CLOTHING

Your child will be comfortable when:

- Tennis shoes are worn to school. Outdoor play is difficult in flip-flops and winter boots get hot and sweaty indoors.
- Clothes can get messy! Fancy dress up clothes are special and could be ruined at school. Your child's clothing will be exposed to paint, sand, and markers and more.
- There are extra clothes to change into. Accidents happen. Please send a full set of extra clothes for those little spills, splashes and bathroom accidents.
- Clothing and items are labeled with your child's name. Keeping track of items, especially in winter, is hard when you are little. Put your child's name on everything.
- He or she is dressed for the weather. Children play outside all year. Warm mittens, coats, hats, boots, and snow pants are necessary.
- A backpack or large bag is brought to carry home all belongings, notes and treasures.

WEATHER POLICY

Preschool guidelines suggest that children are engaged in a minimum of thirty minutes of outdoor play where they can be active. This includes but is not limited to running, jumping, climbing, and so on. The outdoor environment is an extension of the classroom and provides students with opportunities to explore and continue to build 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." [MI Dept. of Education]

Preschool classrooms will follow the weather policy of the local school district.

Please send your child to school with the appropriate outdoor clothing (coat, hat, mittens, snowpants, boots, etc.) Your child may be going outside in light rain, snow, and wind.

The Department of Human Services states that:

- 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.
- 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.



FOOD SERVICE AND NUTRITION

We can help form good eating habits by introducing healthy foods early in a child's life. All meals are in accordance with the minimum meal requirements of the Child and Adult Care Food Program. Menus with noted food substitutions are posted in the classroom. Children with special dietary needs will be provided meals/snacks in accordance with the child's needs. Please notify your child's teacher immediately of these needs.

Your child may bring in a special treat on his/her birthday. Special arrangements can be made with the child's teacher for celebrating birthdays that fall on school breaks. Food from home for the classroom needs to be prepared and packaged in a commercial kitchen. (This is a licensing requirement.)

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 legal guardian, during school hours, without the WRITTEN permission of parent or guardian as provided on Emergency Contact information.
- If you want your child to be released to another person who is not indicated on the Emergency Contact information, the following must be received in WRITING:
 - a.) the name of the person to whom the child is to be released
 - b) the time of and the length of time for which the child is to be released
 - c) 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.
- Anyone picking up your child should always bring a photo ID. If the person is not known or recognized by the staff person, 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 during school hours.

The parent/guardian, or authorized adult, must pick up the child at school.

WITH REGARDS TO DIVORCED OR SEPARATED PARENTS:

- A birth parent without custody may have access to his/her child or have the child released to him/her.
- Where applicable, families with custody agreements 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 parents from taking the child from school.

CRISIS MANAGEMENT POLICIES

Cedar Springs Public School defines crisis as an unexpected, critical event that disrupts normal business operations and could threaten people's safety and welfare on the property where the program is located including, but not limited to: intruders, bomb threats, custody disputes, power outages, or violence. Cedar Springs Public School has a crisis management process in place that is developed in cooperation with the local school district.

Both internal and external communication takes place in cooperation with local law enforcement. Phone numbers for emergency personnel, as well as the building address and nearest cross streets are posted in each GSRP classroom for immediate and effective response to any emergency situation.

IN THE EVENT THAT EVACUATION FROM THE BUILDING IS NECESSARY:

A relocation site has been predetermined to ensure that all children and adults are effectively and safely moved to an alternate clean and secure site. Children with special needs will be accommodated in accordance with the special health care plans on file.

IN THE EVENT THAT A BUILDING LOCK-DOWN IS NECESSARY:

Lock-down procedures have been put in place to ensure the safety of all children and adults in the building. Children with special needs will be accommodated in accordance with the special health care plans on file. The severity of the threat will determine how lock-down procedures are enforced. In a 'Code Two Lock Down', family members will not have access to the building until law enforcement has issued an 'all clear'.

IN THE EVENT OF HAZARDOUS EXPOSURE:

A plan for responding to a situation of hazardous exposure has been put in place to ensure the safety of all children and adults in the building. Children with special needs will be accommodated in accordance with the special health care plans on file. In this situation, family members will not have access to the building until law enforcement has issued an 'all clear'.

PICKING UP CHILDREN IN AN EMERGENCY:

Once law enforcement determines that the emergency has been resolved, family members/designated adults will be contacted via phone using the contact information provided on your child's information card. Adults will be provided details on how,

when and where to pick up their children. You will be able to reach and pick up your child from the relocation site or school once law enforcement has declared it safe to do so.

IT IS EXTREMELY IMPORTANT THAT YOUR CHILD'S INFORMATION RECORD IS KEPT UP-TO-DATE SO THAT YOU MAY BE REACHED.

SCHOOL RECORDS

The Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) assures the parents and legal guardians of public school students the right to: see their school record; prevent most others from seeing the record without parental consent; request that inaccurate or misleading information that constitutes an invasion of privacy be removed from the record. The divorced parents have equal access to the records unless one parent or the other is prohibited from having any contact with the child by the court order granting divorce. (A restraining order is required to be on file in the school office to prohibit parental contact.)

INTEGRATED PEST MANAGEMENT PLAN

Families will receive advanced notification of pesticide applications through the following two methods:

- Letters will be sent home with students
- Notices will be posted at the Center entrance and on classroom Family Information Boards

This advanced notice shall contain the following information:

- Information about the pesticide, including the target pest or purpose
- Approximate location and date of the application
- Contact information at the Center
- The toll-free number for the National Pesticide Information Center (NPIC): 1-800-858-7378 (answers questions about pesticides, 9:30 am to 7:30 pm Eastern Time, seven days a week except holidays).

Per child care licensing regulations, liquid spray or aerosol insecticide applications will not be performed in any classroom unless the room will be unoccupied for not less than 4 hours or longer if required by the pesticide label use directions.

CHILD CARE LICENSING INFORMATION

This center maintains a licensing notebook of all licensing inspection reports, any special investigation reports issued and all related corrective action plans. This notebook will be available to parents for review during regular business hours.

Licensing inspection and any special investigation reports from the past two years are also available on the Bureau of Children & Adult Licensing website, located at: www.michigan.gov/michildcare.

2017 – 2018

Acknowledge Receipt of Parent Handbook

School Year: _____

Teacher: _____

Child's Name: _____

I have received and reviewed the Preschool Parent Handbook.
If I have any questions I can consult my child's teacher or the
parent information board.

Parent Signature: _____

Date: _____

