



PRESCHOOL PARENT HANDBOOK

2023-2024



Lansing School District
Universal Preschool | Great Start Readiness Program (GSRP)

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**LANSING SCHOOL DISTRICT
UNIVERSAL PRESCHOOL CLASSROOM LOCATIONS**



*Enrollment Office (517) 755-3390
Dr. Eva L Evans Lansing School District Welcome Center
2400 Pattengill Ave. Lansing, MI 48910*

**Averill New Tech
Elementary**
3201 Averill Dr.
Lansing, MI 48911

**Cavanaugh
Elementary**
300 W. Cavanaugh St
Lansing, MI 48910

**Cumberland
Elementary**
2801 Cumberland Rd
Lansing, MI 48906

**Forest View
Elementary**
3119 Stoneleigh Dr.
Lansing, MI 48910

Gier Park Elementary
401 E. Gier St.
Lansing, MI 48906

Kendon PreK
827 Kendon Drive
Lansing, MI 48910

**Lewton Spanish
Immersion**
2000 Lewton Pl.
Lansing, MI 48911

Lyons Elementary
2901 Lyons Ave.
Lansing, MI 48910

Pattengill
815 N Fairview Ave.
Lansing, MI 48912

PreK at Pleasant View
4501 Pleasant Grove
Rd.
Lansing, MI 48910

**Post Oak Chinese
Immersion**
2320 Post Oak Lane
Lansing, MI 48912

Wexford Montessori
5217 Wexford Road
Lansing, MI 48911

PROGRAM PHILOSOPHY

The Lansing School District's Universal Preschool philosophy gives children the freedom to learn in a safe and caring environment. The staff focus on providing experiences that are developmentally appropriate and meet the individual learning needs of the children in the classroom. It is our goal to create an innovative learning environment that enables children to become independent learners, ready to function in an interdependent world.

Play is vital to a child's learning and it is through play that children are able to develop their self-esteem, independence, and problem-solving skills. The teachers provide daily activities that encourage the children to learn through play and experience a sense of competence, which is important to the overall development of the child's self-esteem and social-emotional well-being. Activities encourage growth in the developmental areas of language, physical, cognitive, and social-emotional.

Each child in the Universal Preschool classroom is recognized and uplifted for being a unique individual. The teachers create a learning environment that is focused on preparing children to function successfully in both the academic and social environments in which they live.



PROGRAM OVERVIEW

Lansing School District Universal Preschool is funded by the Great Start Readiness Program (GSRP), which is a grant received through the Michigan Department of Education. The Lansing School District (LSD) will pay the cost of preschool for any LSD resident or family that has a Lansing address and does not qualify for GSRP. Therefore, there is no cost to families enrolling their child in the program.

ELIGIBILITY FOR LANSING SCHOOL DISTRICT UNIVERSAL PRESCHOOL

- For the current school year, a student must be four years old on or before December 1st.
- Be a resident of the Lansing School District or have a Lansing address.

- Children that are eligible for the Great Start Readiness Program (family income below 250% FPL) and do not have a Lansing address but live in the Ingham Intermediate School District Service area may be considered.
- Priority for all preschool slots is given to Lansing School District residents.

Lansing School District Universal Preschool uses both child and teacher directed play-based activities to prepare children for kindergarten. Adult to child ratios are 1:8 with a certified teacher and full-time assistant in every classroom. The full-day program runs Monday, Tuesday, Wednesday, and Thursday. The classroom hours vary depending on the building where the classroom is located. The GSRP Grant requires that full-day classrooms be in session for the amount of time equal to the district's first-grade classes.

The highly qualified staff work with the children to ensure that they are prepared to have a successful kindergarten experience the following year. A planned schedule is developed that integrates the philosophy of the program and complies with both Michigan child care licensing guidelines and GSRP grant regulations. The schedule is flexible enough to plan for and support the individual learning needs of the children. The kindergarten readiness program is based on an understanding that each child is a unique person with an individual personality, learning style, and family background.

The learning environment is planned to provide experiences that encourage growth and development in the following areas; physical, social-emotional, language, and cognitive, with a focus on skills related to early learning in language/literacy, mathematics, science, social studies, creative arts, and technology.

The schedule in each classroom will vary according to the times and types of activities that take place. These schedules are posted in each classroom. However, each schedule does have some core components that make up the day which include large group, small group, and work time. Here is an example of a daily schedule from a full-day early childhood classroom:



GREAT START READINESS PROGRAM

SCHOOL-DAY SAMPLE ROUTINE

8:35 – 9:15 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 the daily announcements.

9:15 – 9:30 Large-Group Time/Music and Movement

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

9:30 – 9:40 Planning Time

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

9:40 – 10:40 Work Time (children’s hour of uninterrupted Choice Time)

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

10:40 – 10:50 Cleanup Time

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

10:50 – 11:00 Recall Time

- Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting).

11:00 – 11:20 Small Group Time

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

11:20 – 12:00 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 outdoor play, supporting their initiatives and problem solving.

12:00 – 12:10 Bathroom/Wash Hands/Prepare for Lunch

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

12:10 – 1:00 Lunch

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

1:00 – 2:00 Quiet/Resting Time

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

2:00 – 2:30 Wake/Bathroom/Table Toys

- As children wake up, adults and children work together to put away cots and children initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.

2:30 – 2:50 Snack

- (refer to lunch description)

2:50 – 3:30 Outside Time/Dismissal

- (refer to AM descriptions).

ENROLLMENT POLICY

All enrollments for Lansing School District Universal Preschool begin at www.inghampreschool.org. Upon eligibility criteria, as determined by the Ingham Intermediate School District, enrollment is then finalized by applying at www.enrollinLansing.com. Lansing School District Universal Preschool is a tuition-free preschool program for qualifying children.

The following documents are required to enroll a child in the program;

- Child Information Card (Emergency Card)
- Field Trip Notification, Licensing Notebook Statement, and Parent Signature of Receiving Parent Handbook
- Copy of State-Issued Birth Certificate, I-94, passport, "hospital feet" certificate, or affidavit
- Copy of Immunization Records
- Other risk factor verification as requested
- Verification of Household Income (two check stubs, or a W2, 1040 tax return, SSI statement, etc.)
- Proof of Residency (utility bill, lease or rent receipt, mortgage statement, internet bill)
- Completed Health Appraisal, signed by a physician (on file within 30 days of a child's initial attendance)
- Individualized Education Program (IEP) documentation (if applicable)
- Custody/Divorce Papers (if applicable)
 - The program is required, by law, to have a copy of the child's custody or guardianship papers on site if the child is not living with both natural parents. Without these documents we do not have the authority to deny the release of the child to a natural parent, as indicated on the copy of the birth certificate.



PLACEMENT:

- Once a completed enrollment application and Universal Preschool verification of eligibility have been confirmed, we will review requests for school preference and make every attempt to place students at the parent/guardian's preferred choice.

WITHDRAWAL:

- If you need to withdraw your child from LSD Universal Preschool please inform your child's teacher
- Also, please notify the LSD Universal Preschool's Main Office

DISMISSAL:

- A child can be unenrolled from the LSD Universal Preschool Program for the following reasons:
 - The child/family has not attended the open house and a home visit has not been scheduled due to inability to contact the parents after the teacher has called *all phone numbers* including the emergency contacts and the child has not attended the first week of school
 - A child has not attended school for 2 consecutive weeks, without prior notice or contact made by the child's guardian/caregiver. *Teachers & the Preschool Office will make every effort to contact a child's guardian/caregiver if there has been excessive absences which may include phone calls, texts, emails, & home visits.*

If a child is unenrolled from the LSD Universal Preschool Program, the main office will send a letter to the last known home address of the family.



PARENT NOTIFICATION OF THE LICENSING NOTEBOOK REQUIREMENT

The center does not keep a licensing notebook, but the internet is available onsite. Reports from at least the last three years are available at www.michigan.gov/michildcare.

ATTENDANCE POLICY

- Chronic absences (missing 10% or more) relate to lower outcomes for children
- Children who attend preschool at least 90% of the time are better prepared for school success.

Consistent attendance is important to your child's success. When attendance issues arise, Universal Preschool teachers will make an effort to communicate with the child's guardian/caregiver in order to offer support and guidance in the matter.

Please communicate with your child's teacher about any attendance problems that may arise. This would include transportation problems, family member illness, or any major change in the child's home life. Universal Preschool staff understand that situations may arise that prevent a child from attending school consistently and would like to be able to offer support to the child (& family).

LATE PICKUPS:

- A teacher will begin calling the parent/caregiver when they are 5 minutes late
 - If the main parents/caregivers cannot be reached, the numbers of emergency contacts listed for the child will be called
- 1st late pick-up: Parent/Caregiver is given verbal reminder by classroom teacher about the importance of picking up the child on time
- 2nd late pick-up: A copy of the late pick-up letter will be given to parents/caregivers
- 3rd late pick-up and beyond: A \$15 fee will be charged to parents/caregiver, a letter will be sent to the child's parents/caregiver, and the Universal Preschool Main Office will be contacted

CONFIDENTIALITY

Universal Preschool child files are confidential and kept in a secure location. The individuals who may view these files are limited. Staff cannot share information about children's development with anyone other than the parent/caregiver. It is important that parents/caregivers maintain confidence as they learn about enrolled children and families. If you have any questions or concerns, please speak to the Universal Preschool Office or your child's teacher.

TRANSPORTATION

The Lansing School District offers transportation or gas cards to eligible students. Apply online at <https://www.lansingschools.net/parents/transportation/>.

Please note the following guidelines for transportation:

- Universal Preschool students may only be on the bus for one hour.
- A parent or designee must receive the child off the bus in the afternoon and accompany them to the bus stop in the morning and remain with the child until they get on the bus.
- Late Pick Up or No Show will result in the following:
 - 1st Occurrence - Warning
 - 2nd Occurrence - Final Warning
 - 3rd Occurrence -
Transportation services will be revoked for one week.
 - 4th Occurrence -
Transportation services will be revoked for the remainder of the school year.



CLASSROOM PROCEDURES

Please bring the following items on the first day of school:

- Nap/Rest time items- pillow, blanket, and security item to help your child rest (stuffed animal, special blanket, etc.) *Label all items with child's initials.*
 - Nap/Rest time items will be sent home at the end of every week to be washed and need to be brought back on the first day of the following week.
- 1 complete change of clothing (to be kept at school) - shirt, pants/shorts, underwear, and socks. *Label all items of clothing with child's initials.*

Please DO NOT send the following with your child:

- Toys/Special Items from Home- children often have difficulty sharing these items with their friends at school and classroom staff cannot be held responsible for any item being broken or lost.

- Food from Home- (candy, gum, special snacks, etc.) All children are provided with a snack, breakfast & lunch. If your child has a food allergy, please discuss this with the teacher at the open house or home visit and arrangements can be made to meet your child's needs.

DAILY ARRIVAL AND DEPARTURE:

ARRIVAL

- Parents/Guardians/Adults and children need to wait in the designated area. Teachers will open the door when class begins
- Parent must hand child to teacher
- The adult dropping off the child in the morning is required to sign the child in, help the child settle in, and briefly communicate with classroom staff

DEPARTURE

- Parent/Guardian or Adult picking up needs to wait in the designated area
- Teachers will open the classroom door when class is dismissed
- The person picking the child up needs to sign the child out and communicate with staff about the child's day before leaving
- A child will only be permitted to leave with a parent/guardian or adult that is indicated on the child information card, unless arrangements have been made in advance and communicated to the teacher in writing
- Pictured Identification will be required to verify the identity of any unknown individual picking up the child



CURRICULUM

The Universal Preschool Program has four types of preschool programs; Traditional Preschool, Montessori, Spanish Immersion Preschool and Chinese Immersion Preschool. When planning for the classroom and assessing student progress, Universal Preschool teachers are guided by the *Michigan Department of Education Early Childhood Standards of Quality for Pre-Kindergarten* and utilize *The HighScope Curriculum Model*. The MDE Early Childhood Standards of Quality for Pre-kindergarten children this age. It is meant to guide all early childhood programs on how to appropriately provide all preschool aged children with opportunities to reach essential developmental and educational goals. These



standards have been aligned with the K-12 Grade Level Content Expectations to improve transitions to formal schooling.

The **TRADITIONAL** classrooms are based on the theory that children learn through play. The Great Start Readiness Program uses both child and teacher directed play activities to prepare children for kindergarten. The learning environment is planned to provide experiences in each area of the child's development; physical, social-emotional, cognitive, and language through an integrated approach. Each day children have opportunities for play. Children's play is a primary vehicle for an indicator of their mental growth and also

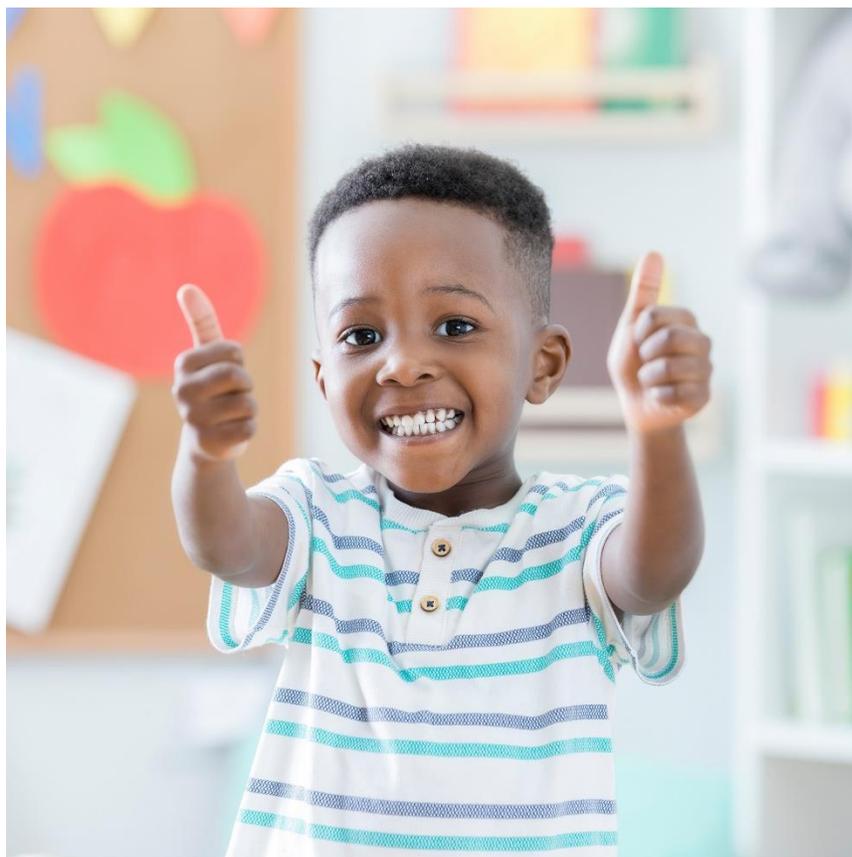
provides important opportunities for physical, emotional, and social development. Therefore, child-initiated, and adult-supported play is a component of each day's activities. The Traditional rooms utilize *The HighScope Curriculum* along with the *MDE Early Childhood Standards of Quality for Pre-Kindergarten*. The HighScope Curriculum is research based and focuses on providing experiences for the children throughout the day in various interest areas. The focus of these interest areas includes dramatic play, language/literacy, writing, building/construction, sensory, creative arts, music, movement, science discovery, and technology/computers. Children are given at least one hour each day to learn through child-directed exploration of these interest areas. The preschool curriculum also provides for both large group instruction, time when all children are learning in a group setting, and small group instruction, more one on one individualized instruction with the teacher. There is also time in the day for outdoor play, rest time, meals and a snack.

The **CHINESE IMMERSION** program is offered in collaboration with the Michigan State University Confucius Institute at Post Oak Elementary. Our Chinese immersion program was modeled after the 3E International Kindergarten (<https://3einternationalschool.org/>) which is located in Beijing, China. At Post Oak there are three full day classrooms available. Children will spend half the week in a traditional western culture English speaking classroom and the other half of the week in a Chinese immersion language and culture classroom. Children will learn letters, words, songs, dances, writing and drawing in both languages. The program will utilize Mandarin Chinese for communication purposes. The children are learning to understand spoken Chinese and are also learning to use Chinese to

communicate with their Chinese teachers and their fellow classmates. Teachers encourage children to learn how to carry on simple conversations and name items in Chinese with a focus on pronunciation and speech. This would include Sheng Diao as well. Sheng Diao refers to the tones or intonation in words. A simple change in this tone or intonation can change the meaning of the words that were spoken, which makes Sheng Diao an important aspect of learning to speak Chinese. Counting in Chinese, art techniques, and instruction in Chinese dances will also be included in the curriculum throughout the year. Children will have the opportunity to continue these studies in the Post Oak Kindergarten classrooms. Upon completion, students of this Chinese Immersion Program will be educated for global citizenship and more prepared for the world.

The **SPANISH IMMERSION** program will operate much the same as a traditional classroom, the difference being that children will be introduced to Spanish through written and spoken vocabulary, songs, and literature . The classroom will be visibly child-centered and utilize *The HighScope Curriculum* and *MDE Early Childhood Standards of Quality for Pre-Kindergarten* when planning for instruction and activities. The learning environment is planned to provide experiences in each area of the child's development; physical, social-emotional, cognitive, and

language through an integrated approach. Child-initiated and adult supported play is a component of each day's activities. The classroom will be divided into interest areas. The focus of these interest areas includes dramatic play, language/literacy, writing, building/construction, sensory, creative arts, music, movement, science discovery, and technology/computers. Children are given at least one hour each day to learn through child-directed exploration of these interest areas. The preschool curriculum also provides for



both large group instruction, time when all children are learning in a group setting, and small group instruction, more one on one individualized instruction with the teacher. There is also time in the day for outdoor play, rest time, and meals (breakfast & lunch).

The **MONTESORI** method aids in the natural development and needs of the child. Montessori believed that education should be a help to life (an aid to life). Montessori looks at each individual child and meets them where they are developmentally. The classroom has furniture and materials that are real and the right size for the students. The learning materials match the development capabilities, interest, and needs of the children. Learning activities in the Montessori environment involve inquiry, discovery, multiple perspectives, and differing viewpoints. It is based on the child's learning, not on the teacher's teaching.

ASSESSMENT

Teachers use the Child Observation Record (COR) to authentically assess children throughout the year. Teachers use work samples, anecdotal notes, and photographs to show children's learning in a variety of applications. Teachers use family reports a minimum of two times a year during conferences and share informally throughout the year.



DEVELOPMENTAL SCREENING AND REFERRAL POLICY

Teachers complete the Ages and Stages Questionnaire at home visits with the family and child. This reliable screening tool is brief and presented as a fun game. When results indicate a possible developmental concern, teachers will notify parents to meet. When requested, staff will submit a referral to the Lansing School District Early Childhood Special Education office to receive continued evaluation. Parents will be notified of the results. Teachers also work with families to determine any medical, mental, health, food, clothing, and housing needs and refer to appropriate agencies.

DISCIPLINE POLICY

We believe all behavior is a form of communication. We believe that when discipline situations arise it provides us with an opportunity to help children become problem solvers and develop self-control and respect for themselves and others.

The Universal Preschool staff believes that discipline should not be used as punishment. Discipline is an opportunity for staff to provide children with the skills to guide them in creating constructive behavior patterns, increase self-control and develop self-discipline.

Staff will use Positive Redirection when a child exhibits unsafe or inappropriate behavior.

The Positive Redirection Statement consists of four parts; **Reflect-Feel-Reason-Behavior**

A child displays an unsafe or inappropriate behavior:



REFLECT what is happening

"Suzy, you are running in the classroom"

Say how you FEEL about this

"I'm concerned"

Give the REASON for your emotion

"that you are going to fall"

Tell the BEHAVIOR that would be appropriate

"You need to walk in the classroom"

If the unsafe or inappropriate behavior continues:



REFLECT-

"Suzy, you are still running"

FEEL-

"I'm still concerned"

REASON

"that you are going to fall"

BEHAVIOR with NATURAL CONSEQUENCE

"You need to walk OR I will choose a place for you to sit down"

The unsafe or inappropriate behavior still continues:



NATURAL CONSEQUENCE

"Suzy, you are still running, now I will help you choose a place for you to sit down (teacher helps redirect child to a different area/activity)"

Talk through the situation with the child once he/she is calm and ready:

Why he/she needed to "take a break and choose a new activity/area"

What better choice he/she can make next time

Remind the child that you know he/she can make better choices

Through the consistent application of these disciplining techniques the children will learn to handle conflict, respect others, use problem-solving skills and become responsible citizens.

Staff shall be prohibited from using the following as a means of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Placing any substances in a child's mouth, including but not limited to, soap, hot sauce, or vinegar.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar enclosure.



Non-severe discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself. This would exclude those forms of punishment mentioned above.

SECLUSION AND PHYSICAL RESTRAINT POLICY

The Lansing School District's Universal Preschool program will not seclude a child from their peers and will limit the use of restraint to emergency situations involving physical harm to a child or adult. Restraint will only be used by a staff person trained in the proper techniques so as to not harm a child. All incidents will be reported to the parent and prevention strategies will be developed.

EXCLUSION POLICY

Children will not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

PARENT INVOLVEMENT POLICY

The Lansing School District's Universal Preschool program is designed to provide children with a positive developmental experience that will enhance and support the family in fostering child growth and development. Therefore, we strongly encourage positive and consistent communication between parents, the child, and staff. It is important for parents and staff to share information about events or situations that may have an impact on the child's day or evening.



When possible it is best for parents to communicate directly with the child's teacher. Communication during arrival and dismissal can sometimes be rushed and scheduling a time to meet may be difficult for families, so other

means of communication may be used by the Universal Preschool staff to communicate with families. These other means of communication may include; a family information board, newsletters, phone calls, communication by email, text message, communication app, or individualized letters sent home. Parents/Caregivers are encouraged to ask for a conference or meeting at any time.

As a participant of the Universal Preschool program every family needs to sign-up for the **2 home visits** (beginning & end of the school year) and **2 conferences** (late fall and late winter). Home visits are scheduled for 60 minutes and conferences are scheduled for 45 minutes. These formal meeting times give families and teachers the opportunity to discuss the child's growth, development, as well as any concerns.

Parents/Caregivers/Other Family Members are also encouraged to be involved with their child's educational experience through any of the following ways:

- Arranging to share special skills or experiences with the children.
- Celebrating with your child during birthdays or special events in the classroom.
- Sharing cultural celebrations.
- Serving as a Chaperone on a field trip (please read field trip policy)
- Volunteering in the classroom (please read volunteer policy)
- Visiting the classroom (please speak to your child's teacher to arrange a time that would be beneficial)
- Serve on the Local Advisory Committee, Data Analysis Team, Great Start Collaborative Coalition, and/or School Readiness Advisory Committee (please notify your child's teacher if you are interested in serving on any of these committees or if you are interested in an orientation to membership)



CHILD ILLNESS POLICY

A PARENT/GUARDIAN WILL BE CALLED AND A CHILD MAY BE SENT HOME IF:

- The child's temperature is 100 degrees or higher.
- The child has symptoms which would indicate a contagious or communicable disease (School Nurse or administrator will be consulted)
- The child has an unidentifiable rash.
- The child is unable to participate in routine, daily activities.

A child who appears contagious will be isolated from the rest of the children, but remain under the supervision of a staff member, until the parent/guardian or other designated adult can make arrangements to pick up the child.



IF A CHILD IS SENT HOME DUE TO ILLNESS:

- The child should not return to school the following day to allow for rest and ensure that the child is no longer contagious.
- The following guidelines will be followed to determine when a child can return to school after illness:
 - The child's temperature has been **below** 100 degrees for **24 hours without** Tylenol or Motrin.
 - The child has been on antibiotics or other medication for **24 hours**.
 - It has been **24 hours** since the last episode of vomiting and/or diarrhea.
 - The symptoms related to thick nasal discharge, coughing or eye discharge have subsided or medication is being given.
 - The rash has subsided or **has been confirmed as non-contagious** by a physician's note (copy must be brought to school)
 - A doctor's statement may be required before a child can return following an illness.
 - If your child is exposed to someone with Covid-19 or has any symptom of Covid-19, please keep them home from school and notify your child's teacher. Our Covid Coordination Team will provide you with guidance.

We realize the hardship that a sick child can cause for work schedules; however, we must strictly enforce these policies to prevent the spread of illnesses.

If a child has been diagnosed with a communicable illness or rash, parents/guardians must notify the child's teacher. Your cooperation is greatly appreciated.

CHILD ACCIDENT/INJURY PROCEDURE

Universal Preschool staff will monitor and supervise to the best of their ability in order to ensure that children are safe while in the classroom and on the playground. However, if a serious accident, injury, or illness should occur that requires immediate medical attention, the following procedure will be followed:

1. The school Principal and Teaching Staff are responsible for ensuring that a student who becomes ill or injured receives emergency medical treatment until a parent/guardian or professional medical team assumes responsibility for the child.
2. In the event of an injury or illness requiring immediate attention, the school principal will ensure the following:
 - a. **A Universal Preschool staff member** will begin to provide immediate First Aid and/or CPR until a professional emergency medical assistant arrives on the scene. *(Universal Preschool lead and associate teachers are certified in First Aid and CPR every year)*
 - b. **A second Universal Preschool staff member** will utilize the PA system or telephone to notify the office of the emergency.
 - i. **The office staff** will call 911 immediately and supply information to the dispatcher on the emergency medical situation and remain on the line until told to hang up by the dispatcher.
3. **The School Principal** will designate the LSD staff to accompany the child to the medical facility designate on the child's emergency card.
4. **The Parent/Guardian** will be notified immediately after the 911 call is completed.
5. All LSD Staff or LSD Student injuries/illnesses will be reported on the appropriate forms.



PARENT NOTIFICATION FOR CHILD ACCIDENT/INJURY/INCIDENT/EMERGENCY PROCEDURE

If a child has a serious accident/injury/incident, parents will be notified immediately and the accident/injury/incident will be documented on a written form.

Less serious accidents/injuries/incidents will be documented in writing and parents will be notified at pick up or by a phone call afterschool.

If an emergency situation occurs at the school, such as a fire, severe weather, or lockdown event, the Lansing School District Communication Manager notifies social media outlets and notifies parents through "robo" call immediately. School principal(s) may send a letter home with students at the end of the school day to bring parents up to date on the incident.

PROCEDURE FOR A BITING INCIDENT

The following procedure will be followed if a biting incident occurs in a Universal Preschool Classroom:

1. Universal Preschool staff will clean the wounded area and administer care.



a. Clean with soap and water



b. Cover broken skin with a bandage.



c. Apply ice as needed.



d. Watch for signs of infection such as redness, swelling, or drainage

2. Universal Preschool staff will call the school principal or secretary and notify them of the incident.
3. Parents of both students involved will be notified while maintaining anonymity of the other student.
4. Recommend that Administrator performs the follow-up investigation/interview for exposure incidents.
5. Recommend sending home Guidelines for Parents/Guardians of Children Involved in a Biting Incident with both students involved.
6. Teacher is to complete an incident in the main office by the end of the day.
 - a. If the skin is broken, Teacher will complete an Occupational Exposure Incident Report Form
7. School principal will follow guidelines and determine if further action is required.

MEDICATION AND HEALTH POLICIES

All prescription and over the counter medications that need to be given during school hours requires an *Authorization for Administration of Medication at School* form to be completed

- This form is available in the school office.
- This form requires both a physician signature and a parent/guardian signature
- All medications must be supplied to the school in the original container and prescription medication must be presented with the current prescription label attached.
- The following information is required:
 - name of child
 - medication name
 - dosage
 - time/circumstances to be dispensed
 - potential side effects
- Please ensure that any prescription medication (& Medication Form) is available on the first day of school.

REQUIRED CHILD HEALTH CARE INFORMATION

Every Universal Preschool student is required to have a current Child Information Card Form and Health Information Form on file in the classroom which includes information pertaining to:



Immunizations



Health concerns
(including chronic health conditions and life-threatening allergies)



Physician
Information



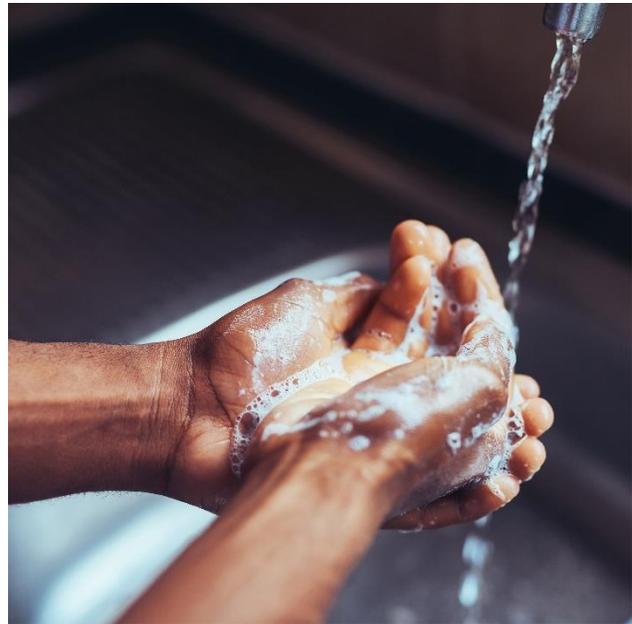
Insurance
information

Child Information Cards need to be updated throughout the year if circumstances change related to the child's home address, parent/guardian contact information, emergency contacts information, health concerns, or special needs

STAFF AND CHILD HAND-WASHING PROCEDURE:

- Wet hands with clean running water and apply soap. Use warm water if it is available.
- Rub hands together to make a lather and scrub all surfaces.

- Continue rubbing hands for at least 20 seconds. (about the time it takes to sing “Happy Birthday” through twice)
- Rinse hands well under running water.
- Dry hands using a paper towel or air dryer.
- Use paper towel to turn off the faucet.
- Throw away the paper towel without touching the garbage can



WHEN STAFF AND VOLUNTEERS ARE EXPECTED TO WASH THEIR HANDS:

- Prior to starting the workday at the center.
- Prior to care of children.
- Before preparing and serving food and feeding children.
- Before giving medication.
- After each diapering.
- After using the toilet or helping a child use the toilet.
- After handling bodily fluids.
- After handling animals and pets and cleaning cages.
- After handling garbage.
- When soiled.

WHEN STAFF AND VOLUNTEERS SHALL ENSURE THAT CHILDREN WASH THEIR HANDS:

- Before meals, snacks, or food preparation experiences.
- After toileting or diapering.
- After handling animals and pets.
- When soiled.

HANDLING BODILY FLUIDS:

Staff will always use precaution when there is exposure to blood or blood-containing body fluids and when handling other potentially infectious fluids. The following precautions will be followed:

- Keep children away from the exposed fluid(s). If needed, create a temporary barricade.

- Notify the building custodian of bodily fluids that need to be cleaned up (tables, chairs, floor, etc.) Custodians have received proper training for handling the clean-up of bodily fluids.
- Put on gloves to assist child in cleaning him/herself.
- All paper towels used for cleaning need to be double-bagged before disposing of them in a covered garbage can
- Remove gloves by grasping the cuffs on the inside of your wrist and pulling the gloves off inside-out. Discard disposable gloves in the garbage container.
- Wash hands with warm water and soap for at least 20 seconds

CLEANING/SANITIZING TABLES:

The 3-step process for cleaning tables will be used before and after children eat at the tables.

- Clean the table with soapy water (remove any food particles first)
- Rinse/wipe the table with plain water.
- Spray with a commercial food-contact safe sanitizer or bleach/water solution* and allow to air dry.**

*Bleach/water solution should be tested daily to ensure that it is between 50-100 Parts per Million

**If children need to eat at the tables immediately, staff may dry each sanitized table with a clean paper towel



CLEANING/SANITIZING TOYS AND COTS:

- Cots
 - Follow the 3 step cleaning process as outlined above for tables
 - Cleaned and sanitized every week.
 - If a child becomes ill during the week, his/her cot will be sanitized before the child returns to school.
- Toys
 - Should be sprayed with sanitizer/bleach solution and allowed to air dry weekly.
 - It is recommended that toys be sanitized prior to putting them out on the shelves.
 - If a child becomes ill while at school, the toys/items that he/she used while at school that day need to be removed and sanitized with the 3-step process before other children use them.

Health Resources Available for Staff and Universal Preschool Families



The Lansing School
District Nurses



Universal Preschool
Main Office



The Universal
Preschool Supervisor



Centers for Disease
Control; www.cdc.gov



Ingham County Health Department;
www.hd/ingham.org

FOOD POLICY

All students enrolled in the Universal Preschool program will be provided breakfast, lunch, and a snack daily, ordered through the district's food service program.

- Snacks and meals meet the USDA nutritional requirements for preschool children.
- Grant requirements do not allow children to bring food from home.
- Parent must inform the Universal Preschool office if their child has a diagnosed food or milk allergy and must provide written documentation from the child's physician. Special provisions are made for children with special dietary needs.

- Snacks and Meals are offered during the classroom’s scheduled time period. Children are encouraged, but not forced, to eat food that is served. Food is served ‘family style’ where children serve themselves and enjoy mealtime as a classroom community.
- Snacks and meals in GSRP are part of the curriculum. Decisions regarding meal service should not be made based on ease and efficiency for adults. Snack and mealtimes provide daily opportunities to demonstrate the program philosophy in a visible way through the practices of participatory learning and authentic conversations that build relationships between children and adults.

FIELD TRIP POLICY

We encourage parents/caregivers to volunteer as chaperones on classroom field trips. Field trips occur depending on the preschool budget. Teachers will have a sign-up sheet for parents/caregivers to volunteer as field trip chaperones. When volunteering as a chaperone, parents/caregivers need to follow these guidelines:

- Written permission will be obtained from parents before each trip.
- Please arrive at least 15 minutes prior to when the class is scheduled to leave the school.
- Chaperones must complete the Lansing School District volunteer application and be cleared by the district to chaperone (please see your child’s teacher for a volunteer application)
- Chaperones need to stay with the teacher and children at all times. They **must** notify the teacher if they need to leave the group for any reason.
- If a child needs to use the restroom, only a Universal Preschool licensed staff member may take the child to the restroom.
 - Chaperones/Parents are not permitted to take children to the restroom.
 - Chaperones/Parents are not permitted to be alone with children while on a field trip.
- Chaperones/Parents are not to bring siblings on a field trip.
 - A chaperone’s full attention needs to be on assisting the children in the classroom and additional children can cause non-compliance with adult to child field trip ratios.



- Chaperones/Parents are not permitted to purchase extra snacks/goodies for their child or other children while on a field trip.
- School district buses will be used for transportation to and from school.

FIELD TRIP NAMETAGS:

- Name tags worn by the children on field trips will only contain information pertinent to identifying the child as part of the large group (i.e.: the school name and teacher's name).

WEATHER POLICY

OUTDOOR PLAY GUIDELINES:

Universal Preschool follows the guidelines from the Department of Health & Human Services, which maintains that children go outside if the wind chill is above 0 degrees. Please send appropriate outdoor clothing when appropriate.

- Children will have at least 30 minutes of time scheduled in the AM & PM.
- Teachers will utilize the CDC Winter Weather Wind Chill Guidelines for determining the length of time outside between 0-32 degrees.
- During warm weather, staff will use the heat index to determine the appropriate amount of time.

In the instance of inclement weather, children will not participate in outside play and indoor alternatives for large motor experiences will be provided.

SCHOOL CLOSING:

The Universal Preschool classrooms follow the Lansing School District for school closures due to inclement weather.



CHILD PROTECTION LAW

The Child Protection Law of Michigan mandates Universal Preschool/ GSRP to report to Child Protective Services any "suspected case of abuse, neglect, child sexual abuse or sexual exploitation". It is the decision of the Child Protective Services whether to begin an investigation.

REST POLICY

Children enrolled in full day programming have an opportunity for rest during the day. Children are provided with a cot and families can send a blanket or pillow to support this time of the day and share individual ideas regarding your child's needs with your classroom teacher. This time period is no longer than 1 hour, while accommodating for the individual needs of children. Children who do not sleep are provided with quiet alternative activities (puzzles, books, small manipulative toys). Resting or sleeping areas have adequate soft lighting to allow the child care staff member to assess children. As children transition in and out of rest, teachers support children by playing soft music, gently awakening children with conversation, and encouraging and supporting children to take care of their own materials.

GRIEVANCE POLICY

Parents are encouraged to take their concerns first to the classroom teaching staff. The school principal would be the next person to contact. If not satisfied with the outcome, please contact the Assistant Director of Universal Preschool to arrange a time to discuss your concerns. The last step would be to contact the Ingham Intermediate School District if the steps above do not result in resolution.



PROGRAM EVALUATION

The Lansing School District is required to follow a local GSRP evaluation component, including a follow-up study through second grade. Local longitudinal data collection facilitates communication between preschool and early elementary grades. Data collected provides information regarding the progress of children enrolled in GSRP through subsequent grades, referral to special services such as Special Education and Title I, school attendance, school performance, retention, and parent involvement.

The Early Childhood Specialist (ECS) utilizes state approved assessment materials or Classroom Coach and CLASS observations throughout the year to assess local classroom structure, processes, and outcomes to document program effectiveness; and to provide information for program improvement and accountability.

During the year, parents will be asked to evaluate the programming that your child receives. Your feedback is important to us and used to assess and improve our practices.

PARENT NOTICE OF PROGRAM MEASUREMENT

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

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

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

Questions? Please contact:

Lansing School District Universal Preschool

- 517-755-3390

The MDE Office of Great Start, Early Childhood Education and Family Services

- mde-gsrp@michigan.gov
- 517-373-8483, or 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

PEST MANAGEMENT POLICY

In the case that there is a pest infestation, the Lansing School District Universal Preschool program will notify families at least 48 hours prior to pesticide treatment.

A notice will be posted on the exterior doors of the building where the classroom is located and a letter will be sent home to families containing the following information;

- the target pest or purpose
- approximate location
- date of the application
- contact information at the center
- a toll-free number for a national pesticide information center recognized by the Michigan Department of Agriculture.

Liquid spray or aerosol insecticide applications may only be applied if children will not be present for longer than 4 hours. (Universal Preschool students are not in attendance on Fridays.)

TUITION POLICY

Based on revisions made to Public Act 60 in June 2013, any child enrolled in GSRP whose family has an income in excess of 250% of the federal poverty level (FPL) must pay tuition based on an Ingham ISD district-wide common sliding scale fee. The Lansing School District will pay this sliding scale fee for any families enrolled in these GSRP slots. Therefore, there is no cost to the families.



LANSING SCHOOL DISTRICT DISCRIMINATION POLICY

It is the policy of the Lansing School District that no person shall, on the basis of race, color, national origin, sex, age, height, weight, religion, marital status, disability or sexual orientation, be excluded from participation in, be denied the benefits of, or be subject to discrimination in employment or any of its programs or activities.