

Little Pups Preschool



GSRP Parent Handbook 2024-2025

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Welcome

Welcome to the Little Pups Preschool Classroom! This handbook is intended to provide parents/guardians with important information about our program. It is hoped that the information in this handbook will be helpful in developing an understanding which will lead to a happy and successful preschool experience for both you and your child. If you

have any questions or concerns regarding the content, you are welcome to address them with your child's teacher.

Mission Statement

The mission of the Little Pups Preschool is to provide a nurturing, developmentally appropriate environment that promotes individual growth, as well as a positive self-image and a love of learning.

Philosophy

The Little Pups Preschool program cultivates a warm and nurturing environment that provides learning to the whole child. Through hands-on activities, children are encouraged to take risks while developing cognitive, social, emotional and physical growth. Our program values the power of play and scaffolds learning through questioning. With the support of parents, teachers and the community, children will build their knowledge and confidence to become successful, responsible, and kind human beings.

What is the Great Start Readiness Program (GSRP)?

The GSRP provides a quality educational program for a diverse population of children with widely varying levels of development and ability by following the High Scope curriculum. In the High Scope curriculum, where adults and children are partners in learning. Through active participatory learning, young children find out how the world works through their own direct experience with people, objects, materials, events, and ideas. More information about the High Scope curriculum can be found at www.highscope.org.

Child Assessment Information

The Little Pups Preschool utilizes High Scope's child assessment tool known as the Child Observation Record (COR). The Preschool COR is an observation-based instrument that provides systematic assessment of young children's knowledge and abilities in all areas of development. Teachers will complete COR three times a year for each child. This information will be shared with parents at two conferences, one in the fall and the other at the end of the year.

Admission/Student Acceptance

Children must be four years old on or before September 1st of the school year and meet risk factors identified by the Michigan Department of Education.

These risk factors include:

- Extremely low income (counts as two factors)
- Low income
- Diagnosed disability or identified developmental delay
- Severe or challenging behavior
- Primary home language other than English
- Parent/guardian with low educational attainment
- Abuse/neglect of child or parent
- Environmental risk such as: parental loss, sibling issues, teen parent, homeless or non-stable housing, high risk neighborhood or prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays. All required forms must be completed and signed before a child may attend the program. Parents must agree to keep all information updated, as necessary. (Children who turn four between September 2 and November 30 may be eligible for enrollment if all available slots are not filled by those who are four on September 1, but this decision cannot be made until September 2, per GSRP guidelines.)

Enrollment and Withdrawal

Enrollment of students will be based on availability of an opening in the class. A wait list of eligible students will be maintained, and openings will be filled based on eligibility factors, and the order in which they were received.

- No child will be discriminated against because of race, national origin, sex, or disability.
- Families who reside within Houghton County will be given priority.
- A Health Appraisal form must be submitted within 30 days of initial attendance.

(Please be sure that this form is signed and dated by your child's physician, and that the activity restrictions section is complete.)

https://www.michigan.gov/documents/dhs/BCAL-3305_09_10_336837_7.pdf

- Failure to comply with immunization standards will result in the termination of your child from our program (Immunization record must be on file for child to begin).
- Licensing requires that ALL sections of all forms be filled in.
- Please notify the Preschool Programs office in writing if withdrawing your child from our program. The notification of withdrawal period is one day from your child's last day. An email is an acceptable way to notify us in writing.

This is the Child Information Record that will need to be filled out prior to the start of the school year:

https://www.michigan.gov/documents/lara/lara_BCAL_3731_Child_Information_Record_062315_492679_7.pdf

Confidentiality Policy

All information obtained by the Little Pups Preschool program will remain confidential and not be disclosed to parties other than Little Pups staff members and the Michigan Department of Education without prior written consent of parent(s) or guardian(s).

Schedule of Operation

- The Little Pups Preschool program follows the Hancock Public Schools year long calendar for holidays, closings, and in-services.
- The Little Pups Preschool classes are offered Monday-Thursday from 8:05 AM- 3:05 PM.
- Inclement weather or power outages may require that school be closed.

Home Visits

The program requires that teachers visit your home twice each year. These visits will take place in the fall and in the spring. The goal of the home visit is to enhance your child's education by providing individualized time with each family. Each home visit will be scheduled in advance. Home visits are intended to build relationships and to provide a supportive environment for children and families.

Parent Involvement

Children who are successful in school have strong and positive connections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is linked to positive child outcomes. Parents are always welcome and encouraged to participate at the level they are most comfortable.

We encourage parents to be involved by:

- Volunteering in the classroom (reading books, interacting in play, helping at clean-up time)
- Attending parent meetings/workshops
- Joining us for family style meals
- Serving on an advisory committee
- Sharing skills, talents, and interests with the class

All volunteers are supervised by paid staff. Volunteers will not be alone with preschool children. The district will perform an ICHAT background check on all regular volunteers. In addition, all volunteers will complete the Volunteer Screening Statement form (abuse/neglect form), stating that the individual is aware that abuse and neglect of children is against the law, the individual has been informed of the center's policies on child abuse and neglect, and the individual knows that all staff and volunteers are

required by law to immediately report suspected abuse and neglect to children's protective services.

Discipline Policy

The Little Pups Preschool staff supports children as they begin to understand their behavior choices and learn acceptable ways of interacting with others. The approach we use promotes and encourages self-control, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts. The steps are:

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas and solutions and choose one together.
6. Be prepared to give follow up support.

We encourage you to help us give children a consistent message by trying to use the 6 steps at home.

Child Abuse Policy

The Child Protective Services Act is designed to protect the welfare and best interest of all children. Under the act, our employees are considered Mandated Reporters and are required, by law, to report any suspicion of abuse or neglect to the appropriate authorities.

Compliments and Complaints

The Hancock Little Pups Preschool Program strives to provide a positive nurturing environment for all. Persons should feel free to compliment staff and volunteers directly. At times, concerns may arise. If you have any concerns, please bring them to the attention of your classroom teacher. If you are unable to resolve your concerns through your classroom teacher, the matter should be brought to the school principal. The Hancock Little Pups Preschool program will work together with our families to arrive at a suitable resolution for all parties. If you feel that the Little Pups Preschool is in violation of a licensing regulation, reports may be made to the Department of Human Services.

Attendance Policy

In order for the Little Pups Preschool to maintain a high-quality program, we rely on regular attendance. If it is necessary for your child to be absent, please notify the

school office by calling (906) 487-9030 (attendance line) on the morning of the absence to explain the reason and when you expect your child to return to school.

We are required to document absences to comply with regulations; if we do not hear from you, you may receive a note or phone call asking about your child's absences.

Preschoolers who are absent from class for 10 consecutive school days will be dropped from the program to make space available for a child on the waiting list.

Late Pick-up or Early Drop-off

When a parent/guardian or other designated adult is picking up or dropping off a child from school, it is important that they be on time. Teachers and other school personnel have other responsibilities before and after programming and cannot be available to ensure your child's safety. We will make every effort to work with you regarding pick-up and drop-off issues, but it is program policy to contact the Police Department to determine the next course of action in the event the parent/guardian is unavailable.

Contact Information

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

Weather Policy

If the school must be closed or the opening delayed because of inclement weather or other conditions, a Power Announcement/SwiftK12 Announcement will be sent, notifying staff and students' parents. However, sometimes technology does not cooperate, so please listen to a local radio station and/or check TV6 for updates on school closings. Parents are responsible for knowing about emergency closings and delays. A 2-hour delay means school will begin at 10:15 a.m.

Toys from Home

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

Staff Screening Policy

Lead Teachers, Associate Teachers and paraprofessionals employed by the Hancock Little Pups Preschool program must be considered highly qualified and comply with all

Michigan Department of Education GSRP guidelines and the State of Michigan Child and Adult Licensing.

Teachers

1. Must have a valid Michigan Teaching Certificate with an Early Childhood endorsement (ZS) or a bachelor's degree in child development with a focus on teaching preschool.
2. Must have had a criminal history check performed by the Michigan Department of State
3. Must have completed all required health screenings.
4. Must be certified in CPR/First Aid and have completed the blood-borne pathogen training, as required.
5. Must complete the required professional development hours as stated by the State of Michigan Child and Adult Licensing Department.

Associate Teacher

1. Must have completed all required health screenings.
2. Must have had a criminal history check performed by the Michigan Department of State Police's internet criminal assessment tool (ICHAT).
3. Must be certified in CPR/First Aid and have completed blood-borne pathogen training, as required.
4. Must possess proper training in early childhood development. A minimum of an Associate degree (AA) in Early Childhood, Childhood Development or a related field; a Child Development Associate(CDA) Credential; or 120 clock hours of documented training submitted to and approved by the MI Dept. of Education (MDE) qualify an individual to serve as an Associate Teacher.

Staff Training Plan

Preschool staff will participate in training as required by the State of Michigan. Staff will participate in professional development throughout the year, and documentation of such training will be kept in the preschool classroom. All child care staff members who work directly with children shall complete 16 clock hours of professional development annually on topics relevant to job responsibilities that include, but are not limited to, any of the following subjects:

- (a) Child development and learning
- (b) Health, safety, and nutrition
- (c) Family and community collaboration
- (d) Program management
- (e) Teaching and learning
- (f) Observation, documentation, and assessment

- (g) Interactions and guidance
- (h) Child care center administrative rules

In addition, staff are trained on shaken baby syndrome, abusive head trauma and child maltreatment, and recognition and reporting of child abuse and neglect, and also prevention and control of infectious disease.

Cultural Competence

The Little Pups Preschool program has a culturally diverse classroom. Cultural competency is a broad concept that impacts student self-worth and acceptance in the classroom environment. GSRP programs strive to provide culturally sensitive environments in which all families and children feel welcomed and accepted. The Little Pups Preschool program, in accordance with the Michigan Department of Education Early Childhood Standards of Quality, will show respect for the cultural, home language, and family composition for all children.

Encompassed within the GSRP program and Program Quality Assessment are specific measures to ensure cultural awareness within the GSRP classrooms. This includes but is not limited to: materials reflecting the cultures within the classroom and supporting children who speak multiple languages. Every measure will be made to understand and reflectively respond to families and children from all cultures.

Daily Schedule

The Little Pups Preschool follows the High Scope curriculum. Some aspects of the curriculum are outlined below.

Large Group Time

At Large Group Time, the whole group of children and adults gather for playing games, making up and singing songs, learning dances, or playing musical instruments. Large Group Time provides an opportunity for children to participate in a large group, sharing and demonstrating their ideas and trying out and imitating the ideas of others. They can sometimes be leaders and other times followers. This provides an opportunity for children to learn the social skills of imitation, turn taking, listening to others, and group effort. Adults assist children during Large Group Time by sitting near them, making sure they understand how they can participate, and encouraging them to share their own ideas with a larger group.

Small Group Time

During Small Group Time, each adult meets with eight children to work on the activities planned by the team and to provide some of the key experiences of cognitive growth.

Adults plan Small Group activities around the interests and abilities of the children, allowing for individual ideas and differences. They use this time to observe children, expose them to new materials, and give them a chance to find new ways of using materials they already know.

Planning Time

At Planning Time, adults and children meet to talk about what each child wants to do and how the child might go about doing it. Children decide for themselves how they will use their work time and the adult encourages the child to say or demonstrate what they would like to do. The adult helps them learn how to identify choices for themselves. Children who plan for themselves see that they can make things happen. They begin to view themselves as people who can decide and who can act on their own decisions.

Work Time

Work Time is the heart of the preschool day. The children may use the entire classroom to explore, learn new skills, try out ideas, and put together what they know in ways that make sense to them. Adults move among the children, observing and helping as needed. During Work Time, a child and adult may work together on various skills such as fine/gross motor activities or identifying numbers, colors, and shapes.

Clean-Up Time

During Clean-Up, children put away the toys and materials they have been using. As they sort, pile, stack, empty, and fit together materials as they clean up, they learn where things go and that similar things go together. Adults assist children during Clean-Up by encouraging them to clean up throughout Work Time. Adults warn the children toward the end of Work Time that Clean-Up time will begin in a few minutes. This gives the children a clear and consistent signal that Clean-Up has begun and defines specific tasks for those who are having difficulty understanding what constitutes Clean-Up activities.

Recall Time

Recall Time gives children the opportunity to remember and represent what they did during Work Time. By looking back at what they have done, children can start to see the relationship between their plans and their activities and can develop more awareness of their own actions and ideas. In the process of recalling, children attach language to their actions. Talking about, recalling, and representing their actions help children evaluate and learn from their experiences. Recalling in a small group helps them get ideas from each other about things they might like to try.

Rest Time

As a state licensed program, we are required to have a quiet/rest time each day. Children assist in getting their rest area set up (mat put in place). All children will be asked to rest on a nap cot or do alternative quiet activities for a period of at least 30 minutes. These activities will include looking at books or using other quiet toys. Staff will help children transition out of rest time by turning on lights, opening shades, gently touching them, and engaging in quiet conversation. The program will provide cots, but it is the responsibility of the family to provide a crib-size blanket. Blankets will be sent home weekly for cleaning. You may also wish to provide a small pillow. Please remember to label all materials sent to the classroom.

Outside Time

Outside Time is when children can run, jump, skip, climb, slide, race, hide, and dig. Aside from the obvious advantages to their health and well-being, the main rationale for Outside Time is that it enables children to try out Work Time ideas and discoveries outside the classroom. Outside Time is less constricted and intense than Work Time. Quiet children can open up, talk and work with other children more freely than they do inside. As they play, adults talk with children about what they're doing and help them solve problems.

Outdoor Play Policy

Your child will go outside every day. Please make sure your child is dressed in clothing that is appropriate for the weather conditions. If it has recently rained, your child will need to have a pair of boots to wear outside. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots. Each child must have a complete change of clothes (underwear, socks, shirt, and pants) that will be kept in their backpack. Each piece of clothing must be clearly labeled with your child's first and last name. Kindly remember if your child is too sick to go outside and play then he/she is too sick to come to school.

Dress

Please dress your child in clothing that is comfortable and appropriate for indoor and/or outdoor play and messy activities. Clothing should be easy for your child to dress themselves if applicable. Your child must wear closed-toed shoes year-round. Keep in mind the irregularity of the weather in autumn and spring and provide a sweater or jacket. Once the cold weather arrives, hats, mittens, gloves, snow pants and boots will be necessary when going outside daily. Please label all your clothing with first and last name. Please provide extra change of clothes.

Medication Policy

You must fill out a Medication Form before any medication can be administered to your child. Forms are available from your child's teacher.

- Only medication in its original prescription bottle, labeled with the date of prescription, student's name, and exact dosage will be administered to the child.
- We do not allow children to store medication in their pockets or backpacks.
- Medication, hand lotion, and lip balm are stored out of reach of children.
- All medication administered by staff will be logged.

Food Policy

Families are not allowed to send in food for their children simply because the child does not like the food served or prefers something from home. Preschool nutrition is extremely important to your child's healthy physical and mental development. A proper balance of healthy snacks and meals will make your child feel great. Also, it will provide healthy productive energy in your child. Healthy snacks and lunches may improve your child's concentration, development, and individual disposition. Our GSRP provides well-balanced meals to the children, free of cost. Meal menus will be posted inside the preschool classroom for parents to view at any time. Our Food Service Department will work with food allergies and religious preference. Please ensure the Program Director is aware of any allergies and/or religious preference prior to the start of school. Our program follows all USDA guidelines. State guidelines are adhered to in our class. USDA guidelines ensure well-balanced meals and snacks are provided to each child. By providing a variety of nutritional meals the children will be able to expand their knowledge of healthy eating. Modeling good nutrition during the school day will help parents to use healthy nutrition practices at home.

Nutrition Plan

Food is prepared through our school district food service and meets USDA all nutritional requirements for preschool children. Meal time is an important time for children in the program to develop skills and learn about nutrition. We eat family style and the teaching staff sit with and share this experience with the children. The staff encourage children to talk with each other and be social during this time, use language to request items and describe foods, try new foods, learn what it feels like to be full, explore where food comes from, understand what constitutes healthy foods and choices, and take care and clean up their own items when they are done. At no time is food used as a reward or punishment. Children are not forced to eat, but are encouraged to try all foods. GSRP will provide an AM and PM snack as well as a family style Lunch Meal within the Little Pups classroom each day.

- *Special provisions are made for children with special dietary needs. We must have documentation from the child's physician regarding allergies.*

Illness/Exclusion Policy

Regardless of the precautions taken at home or school, your child may become ill during the course of the school year. If your child becomes ill, you will be called and asked to pick up your child. If you are unavailable, we will call someone on your Emergency/Medical Authorization. If your child is too ill to remain in the group, he/she will be placed in a separate area and will be cared for and supervised until you arrive. Your child will be excluded from attending if he or she has any of the following symptoms:

- Fever (temperature of 100 degrees or more)
- Child must be free of fever for 24 hours (without fever reducing medication) to return.
- Diarrhea or vomiting
- Child must be symptom free for 24 hours to return.
- Discharge or redness of the eyes
- Discharge from the ear
- Green or yellow discharge from the nose
- Persistent or productive cough
- Sore throat
- Skin rash

Please alert your child's teacher of any allergies your child has. You must include allergies on your child's Information Form and Health Appraisal.

Accident and Emergency Policy

When an accident occurs, and it is deemed serious, school authorities will contact the child's parents, seek medical attention as needed, and file an accident report in the office detailing the occurrence. If parents cannot be reached, medical care will be provided according to the parents' preferences as indicated on the student's Emergency/Medical Authorization. Classroom teachers and staff will also call our state LARA licensing consultant within 24 hours and turn in the state incident accident form (on website) within 72 hours. The school cannot and will not assume financial responsibility for such medical assistance.

Transportation

Parents are responsible for transporting their children to and from school if they are not

opting for school provided transportation. If using school provided transportation (Hancock Public School Buses) parents need to “hand off” and meet their child each day at the school bus. Students WILL NOT be released without a parent present. Please be prompt when dropping off (8:05 AM) and picking up (3:05 PM) children. If you are choosing to drop-off your student in the morning please arrive between 7:45 - 8:05 am and park in front of the elementary entrance. Parents will walk their child in to school to sign them in and out daily.

Sign In and Out Procedure

Parents (or a designated adult) must accompany each child into and out of the program room each day. Parents (or a designated adult) must sign the child in and out daily. Sign-in and sign-out sheets must ALWAYS include the time and signature of the person dropping off or picking up for the day. For the safety of your child, please be diligent in letting your child’s teacher know your child is leaving for the day. Any designated person, other than the parent or guardian, will be required to show identification at pick-up.

The Little Pups Preschool staff will not, under any circumstances, release a child to an individual who is not on the child’s Emergency/Medical Authorization. Please be sure to keep Emergency/Medical Authorizations updated with current phone numbers, including area codes.

Health Policy and Resources

Aspirus Hospital (906) 337-6500 www.aspirus.org

UP Health System (906) 483-1000 www.portagehealth.org

National Capital Poison Center 1-800-222-1222 www.poison.org

General Health and Wellness American Academy of Pediatrics www.aap.org

Healthy Children www.healthychildren.org

Bright Futures www.brightfutures.org

Nutrition My Plate (USDA) www.choosemyplate.gov

American Dietetic Association www.kidseatright.org

The Hancock Little Pups Preschool program emphasizes the importance of prevention, early intervention and treatment of common childhood illnesses and other health or developmental concerns. Every child enrolled is required to have the necessary immunizations as required by the state vaccine law to attend preschool. Waivers for immunizations on religious or health grounds must be submitted prior to the start of school. Children will not be able to attend without immunization records or waiver form from the Western Upper Peninsula Health Department. A health appraisal form must be completed by a medical professional and submitted within 30 days of school entry.

It is through checkups and tests that physicians can identify potential health problems. Children will be screened for developmental milestones upon enrollment using the Ages and Stages Questionnaire (ASQ). This screening helps show strengths and highlights any areas in which your child may need more help or practice and helps determine whether further support is needed. Health information will be shared with families during conferences, home visits, or as needed.

Referrals for Child and Family Needs

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program conducts screenings to assess children's developmental, behavioral, and language development. These developmental screenings provide a quick check of your child's development and will help determine if your child is meeting the age appropriate milestones. If the screening - as well as information gathered from observations or provided by parents, doctors, or other specialists - result in a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed. It is best to share concerns early when your child can reap the benefits of early intervention.

In case of a suspected disability (including moderate developmental delays or concerns that persist after intervention), parents or the classroom teacher may request an evaluation. Upon written request from the parent, the school district where the parent lives has 10 school days to inform the parent in writing of the intent to evaluate and seek consent. Evaluations may only take place with written parental consent.

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher and the school district team will work together throughout the year to ensure that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.

If your child enters the program with a documented special need, the documentation will need to include a notation that the Little Pups Preschool is a suitable setting considering the needs of the child.

Families may also need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

Passive Consent of Program Evaluation

In addition to the MDE reporting requirements such as reporting into the Michigan Student Data System (MSDS), programs may be selected to participate in national, regional, and/or statewide GSRP data collection efforts. If selected, programs must cooperate with MDE, its designated evaluation contractor(s), and any of MDE's other research partners. Cooperation includes, but is not limited to:

- Making classrooms available for observation;
- Providing non-classroom space on site for child assessment;
- Allowing administrators and staff to take time to complete surveys and questionnaires (via telephone, internet, paper, and/or in person; as necessary);
- Returning completed surveys and questionnaires promptly and regularly;
- Providing program information to the contractor, including children's unique identification numbers, as recorded in the MSDS;
- Participating in project informational webinars, conference calls, and in person meetings; and
- Distributing parent information letters.

Appendix 1: Hancock Public School Calendar 2024-25

The Little Pups Preschool program is a Monday through Thursday program.

(We will NEVER have preschool on a Friday.)

October 7	First day of Little Pups Preschool
October 11	Area Wide In-Service Day
October 16	Half day for students (PD afternoon)
November 13	Half day for students (PD afternoon)
November 27-29	Thanksgiving Break
December 11	Half day for students (PD afternoon)
December 23-January 3	Christmas Break (school resumes January 6)
January 15	Half day for students (PD afternoon)
January 24	Half day for students (PD afternoon)
February 14	No school
March 12	Half day for students (PD afternoon)
March 21-28	Spring Break (school resumes March 31)
April 17	Half day for students (PD afternoon)
April 18	Good Friday - no school
May 14	Half day for students (PD afternoon)
May 26	Memorial Day - no school
June 6	Last day of School - half day

Our Mission: Working together to ensure that all students achieve their maximum potential and contribute to society.

Appendix 2: Cultural Compliance Plan

Policy & Procedure: Cultural Compliance Plan	
Date: January 6, 2022	Review Date: January 7, 2022
Board Approval Date: January 10, 2022	Effective Date: January 11, 2022
Goal: To provide a positive and dynamic learning environment for children that is committed to supporting and having an awareness of and sensitivity to their beliefs and culture.	

Cultural competency is a necessary strategy to achieve racially equitable outcomes when coupled with strategies to achieve racially equitable policies and practices. According to research, culturally competent teachers take time to know the families of the children in their classrooms and to understand their values, child-rearing practices, and goals for their children. The teachers are then careful to recognize these values and practices in a way that provides continuity for children. Because meaningful learning occurs when children are engaged and see a connection between what they learn and their lives, it is important to recognize that young children need support to navigate the differences between their home and school experiences. Education should occur through the lens of culture (i.e., home-life realities and understandings of how the world works). Culturally-appropriate, individually-appropriate, and age-appropriate practice are the three guiding principles of Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children (NAEYC). According to NAEYC's Pathways to Cultural Competence Project Program Guide, optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units (NAEYC, 1995, p. 2). Since all children are rooted in their families we see a child's family structure and all that it entails as the core of their family's culture. This structure can include family socioeconomic status, family composition, parent's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent's sexual orientation, and the way that a family classifies its race and ethnicity.

Appendix 3: CCISD Enrollment Process-At a Glance

2022-2023 Copper Country ISD GSRP Enrollment – At a Glance (updated 5/18/22)

<p>ELIGIBLE 4-YEAR OLDS (who turn 4 on or before September 1st) Enrollment begins with children from families between zero and 50% of FPL (who have completed the Head Start referral process) and continue with children from families between 51 and 100% of FPL (who have completed the Head Start referral process), between 101 and 150%, between 151 to 200%, and between 201 and 250%.</p>	<ul style="list-style-type: none"> Utilize the 2022-23 GSRP income verification documentation form, noting each quintile MDE will collect quintile data in MSDS.
<p>OVER INCOME Up to 15% of total enrollment across the ISD can be allocated to children from families above 250% of FPL and under 300% with high risk for low educational achievement as determined by the number or severity of existing GSRP risk factors. Enrolling children above 300% will be considered based on risk factors. If there are still slots available, children from the 301% - 350% may be enrolled with extreme risk for low educational achievement.</p> <p>Detailed documentation of the risk factors for these children must be kept in each child’s file. These families must also be charged tuition based on the ISD’s adopted sliding fee scale. The families must sign a form indicating that they understand a fee will be charged. A copy of this form is kept in the child’s file.</p>	<ul style="list-style-type: none"> Over-income children can be considered starting <u>September 1st</u> Families pay a sliding fee, <u>unless</u> they are in foster care, special education eligible, or homeless Tuition rates for 251% - 300% FPL will be \$_____ per year Tuition rates for 301%- \$350% FPL will be \$_____ per year
<p>HOMELESS/FOSTER CARE/IEP Any child/children who are homeless, are in foster care, or who have an individualized education program (IEP) recommending <u>placement in an inclusive preschool setting</u> must be considered to be in the zero to 50% of FPL quintile.</p> <p>CCISD is required to collect and calculate the actual Federal Poverty Level for all children, even those who are categorically eligible due to the above criteria. This data is collected and entered into MSDS.</p>	<ul style="list-style-type: none"> Children who are homeless, in foster care and those with an IEP do not pay a fee, even if over-income. For MSDS purposes, the actual income of the family must be calculated and reported to the state. No more than 25% of children placed in a classroom should be special education eligible to start the year
<p>OUT-OF-ISD ELIGIBLE 4-YEAR-OLDS (who turn 4 on or before September 1st)</p> <p>Out-of-ISD enrollment must follow the enrollment protocol identified above. A parent wishing to enroll a child residing outside of a CCISD school district boundary must apply to the selected GSRP program, follow the application procedure AND the GSRP center needs to get approval from CCISD prior to the enrollment of the child. CCISD will follow the written agreement developed between neighboring ISDs.</p>	<ul style="list-style-type: none"> All requests to enroll out-of-ISD children must be submitted to CCISD prior to enrollment into a CCISD funded GSRP classroom. Families will be required to sign the “Cross ISD Program Choice Form” that is kept in each child’s file. Out-of-ISD children can be considered starting on September 2nd, depending on classroom space and slot availability
<p>EARLY ENROLLMENT WAIVER Special consideration regarding age eligibility is allowed for children who turn 4 between: September 2nd – December 1st. Enrollment of early enrollment children follows the same quintile enrollment process identified above. In the event a family wishes to complete a 2nd year of GSRP, families must reapply and the child will be considered last priority within their eligibility band</p>	<ul style="list-style-type: none"> Early Enrollment children can be considered starting <u>September 2nd</u>. Families requesting early entry must complete a waiver form that is kept in each child’s file.

REVISED: May 2022



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Appendix 4: Parent Notification of the Licensing Notebook

PARENT NOTIFICATION OF THE LICENSING NOTEBOOK

Child Care Organizations Act, 1973 Public Act 116 Michigan Department of Licensing and Regulatory Affairs All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

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

I have read the above statement issued by the Hancock GSRP.

Parent's Name (printed)

Preschool Child's Name (printed)

Parent Signature

Date

Appendix 5: Receipt of Handbook Verification Form
Receipt of Parent Handbook
2024-2025

A written information packet (handbook) has been provided at the time of enrollment.

The packet (handbook) included all the following information:

- Criteria for admission and withdrawal.
- Schedule of operation, denoting hours, days, and holidays during which the center is open and services are provided.
- Fee policy.
- Discipline policy.
- Food service program.
- Program philosophy.
- Typical daily routine.
- Parent notification plan for accidents, injuries, incidents, illnesses.
- Exclusion policy for child illnesses.
- Notice of the availability of the center’s licensing notebook.
 - The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans since May 28, 2010.
 - The licensing notebook is available to parents during regular business hours.
 - Licensing inspection and special investigation reports from at least the past two years are available on the child care licensing website at www.michigan.gov/michildcare.

I certify that I have received the Little Pups Preschool handbook, which includes all of the above items.

I agree that my child and I will abide by the policies and procedures contained therein. I understand that all policies in the handbook may be added to, deleted, or changed at any time, with notice from the school.

Parent’s Name (printed)

Preschool Child’s Name (printed)

Parent Signature

Date

