



Lakeshore Little People's Place



Parent Handbook

LLPP Hamilton South
3362 Lincoln Rd. (M-40)
Hamilton, MI 49419
(269) 264-1261

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Introductory Information

Great Start Readiness Program (GSRP). GSRP is a state funded center-based preschool program serving income-eligible four-year-old children and is free for those who qualify. Classes are offered with a variety of family needs in mind. The program operates full-day, Monday through Thursday. LLPP's GSRP classroom runs from 8:15a.m. to 3:15p.m. GSRP is a cooperative effort of the Ottawa Area Intermediate Service District, local school districts, and other local child care/preschool providers. The program receives funds from the Michigan Department of Education and is licensed by the Michigan Department of Health and Human Services.

GSRP regulations require staff to make two home visits and two parent/guardian/staff conferences a year. Staff will review other program requirements during the registration process or at the first home visit. This visit typically takes place before the child's first day of school. Parents are encouraged to volunteer in the classroom and attend other program events.

Philosophy. The goal of the GSRP program is to provide every preschooler with the best educational opportunities through child-centered, hands-on curriculum set in a rich learning environment which is created through our families, community and professional staff.

We believe that young children learn to the best of their ability when they have:

- a safe, healthy, and nurturing environment
- opportunities to develop strong teacher-child relationships in combination with strong family-teacher relationships, in which all are valued
- opportunities for play and learning through play experiences
- family involvement and strong home-school connections
- activities geared toward the child's current skills and interests

Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality preschool, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom.

Licensing Regulations. Lakeshore Little People's Place is licensed by the Michigan Department of Licensing and Regulatory Affairs. Each facility is assigned a Licensing Consultant who ensures the center follows "Licensing Rules for Childcare Centers" set forth by the Department of Licensing and Regulatory Affairs, Bureau of Community and Health Systems. A copy of these rules is available, during business hours, on the parent table along with a licensing notebook where parents can review documentation of the renewal/interim inspection reports, as well as any documentation on special investigations and related corrective action plans for last 5 calendar years. Licensing inspection reports, special investigation reports and corrective action plans from at least the past three years are also available on the childcare licensing website at www.michigan.gov/michildcare. A license is granted for a two-year period and requires a full licensing inspection to renew. Every year the Licensing Consultant will also conduct an unannounced visit to further ensure all licensing rules are being followed by checking paperwork files and observing classrooms. In addition, the Licensing Consultant must approve any changes such as new classrooms or transportation and investigate any incidents reported by staff, parents, children or local authorities. LLPP is also inspected by and must meet regulations set in place by the Department of Environmental Health and Fire Safety.

Partnerships and Collaborations. LLPP partners with several organizations in our community to aid in providing appropriate comprehensive services and ensuring high quality care. LLPP has membership on the Great Start Collaborative, Great Start Collaborative Early Care and Education Committee, Great Start Readiness Program Administrative Committee, Ready for School, and the Lakeshore Association for the Education of Young Children. LLPP also works closely with the Ottawa Area Intermediate School District and local school districts. Participation in these organizations allows LLPP to work for the development of a common community philosophy for early childhood. The sharing of information on available community services allows a comprehensive, seamless system of services for all children and families.

Enrollment Information

Admission. Lakeshore Little People's Place admits children without regard to race, color, nationality, or religious background. Age requirements and qualifying factors must be met to be eligible for admittance to the GSRP program. Children must be four years old on or before September 1st of the school year and meet eligibility factors identified by the Michigan Department of Education. These eligibility factors include:

- 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 eligibility 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.

Recruitment. An open house takes place yearly in February to identify those students that meet Head Start, GSRP or tuition paid preschool requirements. This open house gives parents an opportunity to meet the teachers, visit the classroom, and ask questions regarding the program. Applications will continue to be accepted from the date of the open house through the summer. Applications that are received will be carefully reviewed and documentation supporting eligibility factors will be gathered to determine if the child qualifies. All income and supporting documents of qualifying factors must be submitted before enrollment can occur. All information submitted is confidential. Children meeting Head Start requirements will be referred to the Head Start serving their school district for services. Parents will then have a choice in deciding which program to attend as long as they meet the income guidelines for the program they choose. Parents will be notified by LLPP if their child has qualified for GSRP and referrals will be made to other programming if they do not qualify. Children are not excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

Enrollment. Children are enrolled based on income guidelines, beginning with the lowest of all the qualified applicants, until the allocated GSRP spots are filled. The remaining qualifying children will be placed on a waitlist. Once all income eligible families are enrolled, families that fall outside of the income guidelines may be considered for enrollment if the program is not full. These families will pay sliding scale tuition as prescribed by ISD guidelines. Information regarding tuition costs will be provided to families meeting criteria. All families, regardless of income, will not be charged any additional fees for classroom materials, supports, events or meal costs.

When a child is enrolled, the parent/guardian will review the GSRP Parent Handbook, Health Care Service Plan, and Crisis/Disaster Response Plan. Handbooks are available on the LLPP website at llpp.org. Paper copies available upon request. The following forms are required before the child begins the program:

- Health Form / Immunization Record signed by a physician
- Child Information Record – updated with any change
- Personal Information Form
- Parent/Agency Agreement
- Parent Providing Food Agreement
- Proof of Age
- CACFP Enrollment Form and Household Income Eligibility Statement

Schedule of Operations. GSRP operates September through May and offers a full day program which operates Monday-Thursday. The GSRP Hamilton South classroom runs from 8:15a.m. to 3:15p.m. Participating families will receive a fiscal calendar of classroom information and events at the first home visit.

Closings and Delays. GSRP Hamilton South will follow the Hamilton Community Schools (HCS) calendar and will **NOT** operate on any days HCS is closed due to holidays, scheduled days off, or inclement weather. In the event of a fog/snow delay, or a scheduled delayed start, GSRP will **NOT** begin until 10:15 a.m. and GSRP Providence will **NOT** begin until 10:15 a.m. In the event of an unscheduled day off or closure for HCS, GSRP may cancel class for that day.

Other Closings. There are several other circumstances that may require LLPP to close if safe conditions cannot be maintained in the building. These include but are not limited to: fire, power outage, flooding, hazardous materials accident, sewer back-up, gas leak and bomb threat. Closing information will also be found on WZZM 13 and WOOD-TV8 and site directors will send an email to parents if possible. For more information, see the Crisis/Disaster Response Plan.

Arrival and Pick Up. Each child must be signed in upon arrival. Sign-in sheets are located by the door of the classroom. Parents should walk a child into the classroom and alert the teacher to an arrival or departure. Parents should assist their child with putting away or gathering personal belongings. This is also a good time to talk to the staff about how your child is feeling, however more in-depth conversations require a scheduled time, as teachers must devote their attention to the supervising the children in the room. Siblings are not permitted to run or roam throughout the classroom, as this can be a disruption to the learning environment.

All children must be signed out when they are picked up. Children will be released only to parents or persons listed on the Child Information Record, as authorized by the parent who signed the enrollment form. If you intend for someone not listed on the Child Information Record to pick up your child, notify the staff in writing (email is acceptable, phone permission is not). ID will be required at pick-up.

If a parent, by court order, is not allowed to pick up his or her child, a copy of the Court Order must be provided to LLPP and the child may be released only according to the court order on file. If the court order is not on file, either parent may pick up the child regardless of what the other parent has communicated.

Late Pick-up Policy. Parents are expected to promptly pick-up their child after the GSRP preschool session.

Attendance. Your child's attendance is crucial to their learning. If your child will be absent, please call the center to report the absence. If there are extended absences, LLPP will attempt to reach you by phone, email and emergency contact numbers listed on the Child Information Record. If you are unable to be reached after 5 attempts and your child has been absent for 10 or more consecutive days, your child will be dis-enrolled from the program and placed back on the waitlist. LLPP will make every attempt to keep the child enrolled if special circumstances are communicated.

Confidentiality Guidelines. Parents and volunteers are expected to keep any information obtained through participation in the program confidential. LLPP insures that child and family records will not be disclosed without written consent of the parent or legal guardian, except as needed when child abuse and neglect is a concern. Confidential information is shared only with staff members who need the information to perform their jobs. Families have the right to examine their own records.

Curriculum, Screening and Assessments

Curriculum. The **Creative Curriculum for Preschool** features exploration and discovery as a way of learning, enabling children to develop confidence, **creativity**, and critical thinking skills. The **Creative Curriculum®** for Preschool, Guided Edition, is an early childhood **curriculum** designed to foster social/ emotional, physical, cognitive, and language development and to enhance learning in literacy, math, science, social studies, the arts, and technology. The **Creative Curriculum for Preschool** is based on 38 objectives for development and learning. The curriculum also offers daily opportunities to individualize instruction by helping teachers meet the needs of every learner.

Screening Tool. LLPP uses the Ages Stages Questionnaire (ASQ-3) for its developmental and social-emotional screening tool for children from one month until they enter Kindergarten. Highly reliable and valid, ASQ-3 indicates differing levels of development, educates parents about developmental milestones and incorporates parents' expert knowledge about their child. Parents will complete the Ages and Stages Questionnaire and teachers will evaluate results and use the information to guide lesson plans. If a delay is indicated by the assessment, teachers will notify the Site Director who will work with the teachers and parents to develop a plan to address the delay including referrals for available resources. If the parent has already completed this with a health care provider or other professional, a copy of the form can be submitted to their child's teacher. Parents can also complete their own screening of their child by visiting www.helpmegrowottawa.org/your-childs-development and selecting the Ages and Stages box on the left. If the child meets criteria for a delay, the parent will be contacted with available services.

Teaching Strategies™ GOLD®. This assessment tool is used to record observations and progress of children based on 38 research-based objectives. Teaching teams will use this tool to accurately record behaviors and developmental milestones reached by each child as they occur within the classroom setting. Teachers can then use this tool to chart an individual child's progress, communicate with parents, and evaluate classroom progress as a whole. Teachers will also use these observations to guide curriculum and lesson planning to increase skill levels in the classroom.

Progress Reports. LLPP specifically designs its assessments to document a child's progress towards Kindergarten readiness skills. Teachers will document a child's competency in several core areas. Progress reports are completed twice per year for preschool children and are used to individualize each child's specific needs, monitor a child's progress, and evaluate teaching effectiveness. Teachers will seek feedback and communication with parents regarding their child's development and they will communicate results of the progress reports with parents during parent/teacher conferences.

Program Evaluation

Program Observation Tool. CLASS is a tool for observing and assessing the effectiveness of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional support provided by the teacher that contribute to the children's social, developmental, and academic achievement.

Parent Notice of Program Measurement. GSRP Hamilton South and GSRP Providence are required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program (GSRP). MDE sometimes collects information about GSRP staff, children and families. They do this in different ways which may include: Asking parents questions about their child and family, observing children in the classroom, measuring what children know about letters, words, and numbers, asking teachers how children are learning and growing and tracking children's educational progress through second grade. Any information shared about your child is intended for the further growth and development of the Great Start Readiness Program. All information from you and about your child will not be shared with others in any way that you or your child could be identified. Questions? Contact: mde-gsrp@michigan.gov or (517) 373-8483 or MDE, Office of Early Childhood Education and Family Services, 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

Parent Evaluations. Parents are given the opportunity to evaluate the program in the fall and spring. The Site Director and teachers will use these evaluations to set improvement goals for the classrooms.

Inclusion Policies

Inclusion. LLPP welcomes all children and is committed to providing developmentally appropriate early learning experiences that support the full access and participation of each and every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach his/her full potential.

Cultural Competence. Great Start Readiness Preschool (GSRP) programs within Allegan/Ottawa County have culturally diverse classrooms. 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. GSRP, in accordance with the Michigan Department of Education Early Childhood Standards of Quality, will show respect for the culture, home language, and family composition for all children.

Encompassed within the GSRP program 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.

Special Needs. GSRP programs within Allegan and Ottawa Counties promote inclusion. GSRP strives to provide appropriate developmental learning opportunities for all children in accordance with the Michigan Department of Education Early Childhood Standards of Quality. Encompassed within the GSRP program is developmental screening through the Ages and Stages Questionnaire, which is completed in partnership with parents to ensure all children are achieving appropriate developmental milestones. However, if the child presents with a development delay, the staff will contact the local education agency (i.e. local school district) to initiate protocol for suspecting a developmental delay. All efforts will be made to continue the student in the least restrictive environment. Parents who report their child has a recognized/diagnosed special need and/or environmental or food allergy will be asked to complete a [Special Needs and Allergy Emergency Plan](#). This plan will give detailed instructions on how to specifically care for the child's unique needs as well as how these needs will be addressed in emergency situations.

Classroom Information

Classroom Ratios. LLPP maintains lower teacher to child ratios than state guidelines whenever possible. The GSRP classroom will maintain a teacher to child ratio of 1:8 and the classroom size shall not exceed 16 children.

Toys from Home. If a toy is brought from home for use in the classroom, it may be shared with other children. LLPP cannot be responsible for lost or broken items. Guns, war toys, and other toy weapons are prohibited. Be sure your child's name is on any toys from home. We encourage you to leave toys at home.

Clothing. Children should wear clothes which are comfortable and easy to fasten. Rubber-soled shoes are recommended. An extra set of clothing may be placed in the child's cubby for spills or accidents which may occur. Please label all clothing, including coats, with your child's name. Warm outerwear including boots, caps, snow pants, and mittens are needed on cold days. All belongings should be kept in a labeled bag.

Food. LLPP Hamilton South provides an a.m. snack, lunch and p.m. snack for children in GSRP according to the USDA guidelines. LLPP is a peanut and tree nut free environment. Parents will ensure that sure food allergies are communicated clearly on enrollment forms and to classroom teachers so that special accommodations can be made. Meal-time can be a social learning time where children are encouraged to try new foods. Good table manners and eating habits are encouraged. All parents must complete the required paperwork related to the Child and Adult Care Food Program included in the enrollment packet.

Special Occasions and Food Service. As a licensed childcare facility, we are required to follow strict guidelines for food service. In the instance of special occasion days, such as birthdays and holidays, we ask that "treats" are limited to non-food items. If the teachers wish to incorporate special snacks into the celebrations, they will be provided by LLPP with consideration of any potential allergies/intolerances.

Use of Photos. LLPP uses photos of children for many purposes. They may be used for a special project/craft, identification of personal belongings, classroom/hallway decoration, LLPP publicity. Parents may request in writing to their Site Director that their child not be photographed for one or all of the mentioned purposes.

Use of Media in the Classroom. Teachers are asked to use a variety of types of media to support academic instruction and should not use media for entertainment purposes, unless used as a focused reward for the students with the approval of the director. Movies, books and computer games need to be age appropriate with a "G" rating. A maximum of two hours of media per week is acceptable but must be part of a written lesson plan. The classroom lights must remain on and an alternative activity must be provided for children who do not wish to participate. Media means the use of electronic devices with a screen, including but not limited to, televisions, computers, tablets, iPads, cameras, electric game consoles and smart boards.

Field Trips. Occasionally classroom teachers plan class trips. Field trips are meant to be fun, learning experiences. When taking children off-site on field trips, the book containing classroom [Child Information Record](#), cell phones, and a First Aid kit are taken. All field trips must be pre-approved by the Site Director. Parents will receive written notice of all field trips and written permission must be given before a child is allowed to attend a field trip. All vehicles must meet state licensing transportation standards, and drivers must hold a chauffeur's license and meet state licensing standards.

Daily Schedule. A typical full-day GSRP schedule is as follows:

Arrival/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 spend time with books or interact with adults and one another. Once all the children have arrived teachers share the daily announcements.

Large-Group Time/Music and Movement – All teachers and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects, read-alouds, and events meaningful to children.

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

Planning Time – Children indicate their plans to teachers in a place where one-on-one conversations can occur and where people and materials are visible. Teachers use a range of strategies to support children’s planning (e.g., props, area signs, tape recorders, and singing, planning individually, in pairs, or in small groups).

Work Time/Snack (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, teachers participate as partners in child initiated play and encourage children’s problem solving both with materials and during times of social conflict. Snack is also available during this time.

Cleanup Time – Children and teachers clean up together while keeping the spirit of play and problem solving alive. Children make many choices during clean up. Teachers accept children’s level of involvement and skill while supporting their learning.

Recall Time – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about and exhibit. Teachers provide a variety of materials and strategies to maintain interest as they follow the children’s lead and encourage children to share (e.g., individual props such as puppets or telephones, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Teachers are unhurried in their approach and may complete recall with four or five children each day.

Outside Time – Children have many choices about how they play in the outdoor learning environment much as they do during Work Time indoors. Teachers supervise children for safety and also join in their outdoor play, supporting children’s initiatives and problem solving.

Bathroom/Wash Hands/Prepare for Lunch – Children assist in preparing, set up. Children choose where they would like to sit and are encouraged to serve themselves.

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

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, and exploring with fine motor manipulatives.

Wake/Bathroom/Snack – Children are gently awakened as teachers increase the volume of instrumental music, open blinds, and turn on lights. Teachers and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

Individual Skill Building with Plan/Work/Recall and Cleanup Time (refer to AM descriptions) – Children spend time rotating tables to work on individual tasks such as fine-motor skills, letter and number recognition, counting, rhyming, and patterns

Outside Time/Dismissal (refer to AM descriptions)

Child Health and Safety

Child Health Policy. A green Health Appraisal form containing an immunization record and documentation of a physical exam signed by a physician must be on file with LLPP. The green Health Appraisal form must be on file at the time of enrollment and updated annually for all children until they enter Kindergarten.

It is the policy of LLPP to notify the parents as soon as possible when changes in the child's health are observed. This will allow parents to give additional input on a child's condition and be involved in decision making regarding the child's care. Indicators of changes in a child's health are:

- Fever of 100 degrees or higher
- Diarrhea - loose/watery stools without known cause
Exception: Medication or new food reaction (call parents to confirm)
- Vomiting - any vomiting
Exception: Babies that "burp up" following a feeding (consult parents for history)
- Unknown skin rash as these are often symptoms of communicable disease
Exception: Parent does not need to be notified of mild diaper rash that is already known to the parent. Rashes due to allergies or known medical conditions should be treated as instructed by parent and a notification call must be made with each episode.
- Irritability, lethargy, persistent crying that is not typical for the child
- Difficulty breathing

If a child becomes too ill to participate comfortably in activities or they need more care than the staff can provide, the child will be temporarily separated from other children and sent home as soon as possible. Other criteria for exclusion include a fever above 101° (100.4° for under 2 months) or severe episodes of diarrhea or vomiting. However, for instances of multiple bouts of diarrhea or vomiting, Site Director discretion will be used to determine whether or not the child will be sent home from care. Regardless, the parent will be notified of the child's health condition. LLPP also reserves the right to send children home with lesser criteria if there are a significant amount of children with similar symptoms. Parents are expected to pick up ill children within an hour of notification. Parents should notify the Site Director if a child in care has been diagnosed with a communicable/infectious disease. The Site Director will then post a Health Alert visible to all parents and report to the County Health Department if necessary. Please see the LLPP Health Care Service Plan for a list of communicable/infectious diseases.

Return of Children to Childcare after Illness. If a child is too ill to participate in the regular activities of the classroom they should not return to care. Children must be fever free without fever reducing medication for 24 hours prior to the child returning to the center. An exception to this is if a doctor's note is provided stating they can return to care. If a child has a communicable illness, the child may return once the exclusion criteria for that illness are resolved and/or the child receives clearance from a medical care provider. Exclusionary criteria will be determined by following medical care provider instructions and following guidelines set in place by the Ottawa or Allegan County Health Department regarding communicable diseases. LLPP reserves the right to request a doctor's note before allowing a child to return.

Employee and Volunteer Health Policy. Staff is expected to stay at home if they are running a fever at or above 101 degrees or have excessive vomiting or diarrhea. Staff is also expected to stay home if they have a communicable illness. They should notify the Site Director if they have been diagnosed with a communicable disease. The Site Director will notify the Health Department (if necessary) and then post a Health Alert visible to parents. Please refer to the LLPP Health Care Service Plan for a list of communicable/infectious diseases.

Child Incident/Accident. In case of injuries, the incident is documented and a Child Incident/Accident Report is completed. In case of serious injuries, staff will follow the guidelines for Accident or Injury (emergent) as listed in the Health Care Service Plan. All staff is trained in First aid and Pediatric, Child and Adult CPR and Infectious Disease Control. Until the arrival of the parent, a physician, an ambulance or paramedics, the child's teacher or Site Director will make decisions regarding care of the child. LLPP is not responsible for medical bills incurred because of accident or injury while a child is in attendance. All serious injuries requiring medical attention are required to be reported to the Office of Children and Adult Licensing. **Please report any phone number changes on your Child Information Record so that you can be reached in an emergency.**

Emergency Procedures. LLPP has written procedures for emergency situations including fire, tornado, serious accident/injury and man-made disasters, as well as a crisis management plan. Emergency procedures and evacuation plans are posted in each classroom. In the event it is necessary to implement Building Evacuation, Shelter in Place or Lock Down, the Site Director, or designated person, will notify parents by phone, email, text messages or an announcement on local T.V. regarding the incident and communicating instructions for pick-up of children, if necessary. For detailed instructions on specific emergency procedures, please see the Crisis/Disaster Response Plan.

Administration of Medication for Children. It is important for staff to keep accurate records and take extra safety precautions when handling medications. Certain medications can cause allergic reaction or fatality for children who are not prescribed the medication. Call DeVos Children’s Hospital Poison Control Center at 1-800-222-1222 and check the child’s allergies if you see any new or unusual symptoms or reactions from a medication. Specific child allergies are posted in the classrooms.

Parents must complete a Medication Permission and Instruction form for each medication before staff is able to administer any medication. All medication must be in its original container, stored according to instructions, and clearly labeled for a named child. Prescription medication must have the pharmacy label indicating the physician’s name, instructions, and name and strength of the medication. Staff must only administer medication according to these instructions. Medication Permission and Instruction form for oral medications must be updated every three months. The staff member who administers the medication logs the dosage, date, and time at which the medication was given and initials the entry. All medication must be placed out of a child’s reach and stored according to the directions. When a child discontinues the medication, the medication should be handed to the parent or turned into the Site Director if the child is no longer in attendance. The medication forms should also be turned into the Site Director and placed in the child’s permanent file. Medication that is stored for a period of time needs to have the expiration date checked frequently.

Any topical non-prescription medication, including but not limited to sunscreen, lotions, lip balm, diaper rash ointment, etc. require written parental consent obtained by the Medication Permission and Instruction form. Topical non-prescription medications, such as sunscreen, do not need a recorded time or amount documented. Written parental authorizations for topical items need to be updated yearly.

Outdoor Play. Cold weather does not make children ill. Studies have indicated that children who are taken outdoors, even during cold weather for short periods of time, have fewer incidences of respiratory illnesses. Infectious disease organisms are less concentrated in outdoor air than indoor air. Exposing the skin to sunlight promotes the production of the vitamin D that growing children require. Being outdoors in the fresh air helps children to stay healthy. When outdoors, children breathe fresh air, develop their muscles, learn and practice increasingly difficult skills, share and cooperate with other children, and get hands-on experiences with some basic scientific principles. Outdoor play affords an opportunity for learning in a different environment and also provides many health benefits. Open spaces in outdoor areas encourage children to develop gross motor skills and fine motor play in ways that may be difficult to duplicate indoors.

It is also recommended:

- That children wear child-safe sunscreen all year round, even in winter
- That children are dressed appropriately for activities: long-sleeved and long-legged items protect from sunburn; full jacket, snowsuit, mittens, scarf, hat, boots for snow play, etc...
- That children are adequately hydrated during both hot and cold weather

(Reference: The Michigan Department of Health and Human Services - Technical Assistance Manual)

Children will not be permitted to go outside when the “feels like” temperature is under 10 °F or above 100 °F. The “feels like” temperature takes into consideration the wind chill or heat index and is a better measure of the weather conditions for outdoor play.

Non-Smoking/Vaping Policy. According to law, smoking of any kind, including marijuana, or vaping are prohibited in the buildings or on the adjoining grounds at Lakeshore Little People’s Place.

Child Abuse/Neglect. LLPP staff members are required by law to report suspected incidents of child abuse/ neglect. Detailed information regarding this is available in the Crisis/Disaster Response Plan. Community services are available to families seeking help or intervention; please see the Site Director or consult the Health Care Service Plan for a list of resources.

Positive Behavior Interventions and Supports. Staff will utilize a PBIS system (Positive Behavior Interventions and Supports) when working with children. This system is a set of tools and ideas used to approach discipline and interactions in a positive manner, to prevent problem behaviors, and to encourage child success. A PBIS system sets clear expectations for children, outlines simple rules, and allows children to be thoughtful about the choices they make. Our rules are: *Be safe, Be kind, and Be helpful.* Staff will encourage children to learn these rules, help them understand what they mean in each classroom, and direct them to think about them when a problem arises. When persistent challenging behaviors occur, staff will refer to the [Behavior Flow Chart](#) for specific steps to follow. For more information about our PBIS system and the [Behavior Flow Chart](#), see the Site Director or Education Director.

Child Discipline Policy. Staff will use positive, age-appropriate methods of discipline that encourage self-control, self-direction, self-esteem and cooperation. Discipline is most effective when it is consistent, reinforces desired behavior and offers natural and logical consequences. Discipline helps children gain control over their behavior. Children act best when they know the rules and know they are expected to follow them. Positive methods of discipline create a constructive and supportive social group and reduce incidents of aggression. Positive discipline methods will help guide a child toward self-discipline and independence.

This is encouraged by the following methods:

- Planning ahead to prevent problems
- Setting consistent/clear rules
- Encouraging appropriate behavior
- Relating the discipline method to the behavior
- Talking to the child about the feelings he/she is having
- Redirecting or distracting a child
- Removing the child from the source of conflict
- Tailoring the method of discipline to the individual child
- Suggesting appropriate solutions
- Involving the child in problem solving

All of the following means of punishment shall be prohibited:

- 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 including harness, leash or other restraint device. Strapping devices on confining equipment, such as high chairs used to stabilize the child in that type of chair, cannot be used for punishment or discipline.

[Note: If a child needs to be restrained in an extreme situation to prevent harm to themselves or others, staff will place the child's arms across their chest in a crisscross position, position themselves behind the child with your arms on top of theirs until they are calm and the situation is safe.]

- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.
- Excluding a child from outdoor play or other gross motor activities. Examples of this include:
 - Not allowing a child to go outside because of misbehavior during small group time
 - Excluding the child from the entire outdoor period for throwing sand
 - Excluding the child from gym activities for not eating their lunch
- Excluding a child from daily learning experiences. This does **not** include age appropriate discipline techniques, such as:
 - Redirecting a child from the block area after throwing blocks
 - Having a child participate in small group time in a way that benefits the child and doesn't disrupt the group, such as having the child sit a few feet away

Conscious Discipline. Utilized in classrooms, Conscious Discipline is a social-emotional learning program. Designed by Dr. Becky Bailey, the program supports first teaching ourselves about self-control and self-regulation, and then teaching children.

This program helps us see how we respond to our emotions, how we understand them, and how to regulate ourselves when we are triggered.

Behavior Concern Management. If a child has a reoccurring behavior issue that continues after teachers have implemented the positive discipline guidelines above, the following steps will be taken:

- The child's teacher will fill out a Behavior Concern Report and give it to the Site Director.
- The Site Director will evaluate the steps taken by staff to correct the behavior and review all incident reports involving the child to look for patterns or other information that might be useful.
- The Site Director may aid the staff with intervention techniques and will set up a meeting with the child's parent ensuring that they are aware of the problem.
- At the parent conference an intervention plan will be developed based on parent and teacher input. The age of the child, the child's background, the classroom setting, and other extenuating circumstances will be considered.
- In some cases, consultation with health care professionals and/or family services may be required. This will be done with input and requests from parents and they will provide consent to any referrals agreed upon by parents and staff as a result of ongoing communications.

Child Biting Intervention. Biting another child should never occur but sometimes children get frustrated and bite other children. We want to be supportive of parents as they teach their children not to bite but at the same time we need to protect other children in our care. A bite that leaves red marks, bruising or broken skin must be reported to both children's parents and an Incident Report must be written. LLPP suggests that a parent seek medical attention for a child if the bite they receive breaks the skin.

If a child bites twice in 2 weeks (14 calendar days), staff members will follow the steps for Behavior Concern Management. Staff also will attempt to identify the reason for biting and apply the following preventions for biting:

- If it is being used for means of communication: help the child find a simple word or hand gesture to substitute for biting.
- If it is being used for attention: spend more one-on-one time with the child to alleviate their need for additional attention-seeking behavior.
- If it is being used for an oral fixation: provide a teething ring loosely attached to their wrist.

COVID-19 Preparedness and Response Plan. Lakeshore Little People's Place has developed an LLPP COVID-19 Policy that outlines the recommended guidelines and best practices for case exposure, symptoms monitoring, and positive case quarantines, as directed by the CDC, MDHHS, and local health departments.

Employee and Volunteer Requirements

Employee Screening Policy. The following steps will be taken by the Site Director to ensure that all staff members are of responsible character and suitable to meet the needs of children as stated in the Licensing Rules for Childcare Centers:

- Site Directors will have written record of three or more references and complete a public sex offender registry (PSOR) clearance for any/all staff before having any contact with a child in care. Any individual registered on the public sex offender registry (PSOR) is prohibited from having contact with any child in care.
- Staff must sign a written acknowledgment of the following:
 - That they will act in a manner that is conducive to the welfare of children, have not been convicted of a crime, and will report upon being investigated or convicted of a crime
 - That they have received a copy of the Michigan Child Protection laws excerpted by the Department of Health and Human Services and understand its contents including mandating requirements, definitions and indicators of abuse/neglect
 - That they will report any suspected abuse or neglect of a child by parent, staff, or other to the proper authorities
 - Sign a statement that they have never been named in a central registry case, are the perpetrator of a child abuse or child neglect, nor have been investigated for abuse or neglect
- A Comprehensive Background Check is required for all employees working in a licensed childcare center including:
 - Applicants/licensees, Licensee Designees and Program Directors
 - All childcare staff, including self-employed and contractual, and minor caregivers
 - Unsupervised volunteers
- Background checks will include:
 - A check of the licensing database for previous disciplinary action
 - An FBI Fingerprint check (checks all state and federal crimes)
 - Michigan child abuse and neglect registry
 - National Sex Offender Registry
 - Criminal history registry and child abuse/neglect registry for any states of residence in the past 5 years
- If an applicant has lived out of the country in the past five years, an equivalent check must be provided, if available. If it cannot be provided, the person must sign a self-certifying statement that he/she is eligible to be the licensee, and/or work in the childcare.
- LLPP reserves the right to require drug/alcohol screening of any employee at any time during employment.

Employee Training Policy. All employees must comply with training requirements mandated by federal, state, or local agencies. All employees will complete an orientation process before unsupervised contact with children. All employees will also familiarize themselves with the State Licensing Rules for Childcare Centers.

All employees must read and sign the Employee Acknowledgement stating that they have read and understood all the policies of the center as stated in the Employee and Parent Handbooks, Classroom Handbook, Crisis Intervention Plan and Health Care Service Plan.

All employees must complete 24 hours of annual training in child development, curriculum, child discipline, health/safety, emergency preparedness, nutrition, working with parents and licensing rules for childcare centers. All staff must also complete training in the areas of child abuse/neglect, cultural competency/inclusions, safe sleep and shaken baby syndrome. All employees must complete First Aid and Pediatric, Child and Adult CPR and Infectious Disease Control training.

All lead teachers and assistant teachers will meet requirements set by Michigan's Department of Licensing and Regulatory Affairs. Each classroom is also required to have a lead teacher that meets educational requirements in child development or a related field. Infant/Toddler leads must also have additional semester hours/CEU's/or MiRegistry training in Infant/Toddler development.

Outside Employment. LLPP is not liable for any employee aside from the time in which they are actually working for LLPP. An employee who is hired for private duty by a parent of a child enrolled in the program is not a representative of LLPP during that time. This includes but is not limited to: babysitting, serving as a nanny, house sitting/cleaning, transporting children, or any other services for which they are paid by any source other than LLPP.

Teacher Requirements. The staff of the GSRP is committed to providing a high-quality program for young children and their families. GSRP Lead Teachers are required to have one of the following: A valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement OR a bachelor's degree in early childhood education or child development with a specialization in preschool teaching (major, rather than a minor, in child development or early childhood education) OR a valid Michigan teaching certificate with PPI/Early Childhood Special Education Approval. Associate Teachers must have an associate's degree in early childhood education or child development (or the equivalent), or a valid classroom CDA credential. Teacher Aids must meet Michigan's Department of Licensing and Regulatory Affairs, Department of Health and Human Services, and licensing requirements as a caregiver.

Support Staff. The staff of the GSRP has the advantage of working with expert staffing from the Ottawa Area Intermediate School District as well as local district personnel. The GSRP Preschool Instructional Coach provides classroom support as well as professional development for GSRP staff. The Preschool Instructional Coach visits the classroom throughout the school year and conducts program evaluations.

Teacher Performance and Evaluations. Parents are given the opportunity to evaluate classroom functioning and teacher performance in the fall and spring. The Site Director will use these evaluations to set improvement goals for the classrooms and provide feedback to individual teachers on their performance. The Site Director will also review written feedback from co-workers regarding an employee's performance. These feedback forms are designed for the use of the Site Director only and are destroyed after the information is used to assist in the Site Director's written evaluation of the employee. The Site Director will meet with the employee annually to give feedback and assist employees in creating goals for the upcoming year.

Volunteer Policy. Volunteers provide a wonderful service in the classroom as they lend their time, energy and compassion toward the children. It is important to keep in mind that ultimately the children are the responsibility of the employees. Staff members will ALWAYS have a "line-of-sight" observation of the volunteer. All volunteers, classroom visitors and special guests must be approved by the Site Director. If the volunteer will be in contact with the children at least 4 hours per week for more than 2 consecutive weeks, they must provide documentation confirming a negative TB test.

Volunteers under eighteen years of age must provide references from an educator or other unrelated adult qualified to give a reference. All volunteers will complete a Volunteer Agreement and agree to:

- A public sex offender registry (PSOR) clearance before having any contact with a child in care. Any individual registered on the public sex offender registry (PSOR) is prohibited from having contact with any child in care.
- Sign a statement that they will act in a manner that is conducive to the welfare of children, have not been convicted of a crime, and will report upon being investigated or convicted of a crime
- Sign a statement that they have received a copy of the Michigan Child Protection laws excerpted by the Department of Human Services and understand its contents including mandating requirements, definitions and indicators of abuse/neglect
- Sign a statement that they understand child abuse/neglect is against the law and will report any suspected abuse or neglect of a child by parent, staff or other to the proper authorities
- Sign a statement that they have never been named in a central registry case, are the perpetrator of a child abuse or child neglect, nor have been investigated for abuse or neglect
- Review Policies and Procedures of LLPP
- Maintain parent/worker confidentiality, including not disclosing full names of any children in reports or other class work
- Follow direction given by the classroom teacher and Site Director

Furthermore, it is agreed that a volunteer at Lakeshore Little People's Place **WILL NOT:**

- Have any unsupervised contact with children such as being left alone in a classroom with children or accompany children to the bathroom
- Have access to receipt books or payment boxes
- Have access to staff personnel or child records
- Be counted in determining staffing to child ratios

Note: A supervised volunteer does not include the rare occasions when a parent/guardian accompanies their child on a special activity such as a classroom party or field trip, when the parent is only with their child and has no responsibility for classroom activities or children other than their own.

Parent Involvement and Partnership

Procedures Related to Concerns. Lakeshore Little People's Place strives to provide a positive environment for all, however, at times concerns may arise. If you have any concerns, please bring them to the attention of the Site Director who will complete a Concern Resolution Form. If you are unable to resolve your concerns through the Site Director, the Executive Director may be contacted. If you have concerns regarding a policy or procedure you can contact the Executive Director who will bring your concern to the board of directors. If you feel that LLPP is in violation of a licensing regulation, reports may be made to the Department of Health and Human Services: Michigan's Department of Licensing and Regulatory Affairs. A copy of the regulations is available on the parent table.

Parent Involvement. Lakeshore Little People's Place welcomes your family into our community and invites you to become active partners with us as we teach and care for your child. When parents and teachers join in partnership an optimum learning environment can be created. LLPP has an open door policy with all parents and we invite you to drop in anytime. We seek to encourage parents to participate in the education of their child inside and outside the classroom. Here are some ways you can get involved:

- Have informal day-to-day conversations with teachers
- Communicate with your child's teacher through email, phone and notes
- Attend formal parent-teacher conferences
- Participate in developmental discussions regarding your child by request or invitation
- Volunteer within the classroom
- Read the classroom's weekly newsletters and parent board information
- Participate in special events for parents and families
- Reinforce lesson plan activities at home
- Participate in program evaluations and give input on policy and procedure
- Share ideas or items related to your culture that can be shared in the classroom

Family Contacts. This program requires a minimum of four family contacts per year: two home visits and two parent/guardian/teacher conferences. The purpose of home visits and parent/teacher conferences are to engage families in the child's education and to help them provide educational experiences for the children. This process requires staff and parents to interact frequently to update each other about a child's experiences at home and at school.

- **Home visits.** The main purpose of the initial visit is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into GSRP for the child and family. The lead teacher will discuss any required enrollment paperwork, implement the ASQ with parents and family, share curriculum and program information, and discuss the goals parents have for their child. The second visit is designed around the individual child and parent needs. The child's assessment will be reviewed, highlighting areas of achievement and areas that need improvement. Teachers and parents will discuss the process of transitioning into Kindergarten and summer activity packs will be given to the students.
- **Conferences.** Parent/teacher conferences are held in the fall and spring. Conferences are designed to provide information concerning the progress of the child, goals for continuous progress and any additional support that may be necessary. Samples of the child's work may be given and teachers will give ideas on how parents can support learning at home.

Parent Resources. A list of family health resources is available in the Health Care Services Plan. Health related information regarding specific communicable illnesses/diseases is also available in the Site Director's office. If you wish to speak with someone about your needs, dial 2-1-1 which is an access point for persons needing health and human service programs.

Help Me Grow Ottawa. Help Me Grow (www.helpmegrowottawa.org) connects families with children birth through age five to free local resources helping children grow up healthy and ready to succeed in school. Some ways Help Me Grow supports families include:

- Up-to-date information on childcare, kindergarten tips and free or low-cost quality preschool
- Families interested in GSRP Preschool (qualifying four-year-olds) or a Ready for School Scholarship (qualifying three-year-olds) may apply online. Click on our [Application - MiECC](#)
- Free and convenient access to the nationally recognized [Ages and Stages Questionnaire\(ASQ\)](#) in English and Spanish to check-in on your child's development
- Answers to prenatal and pregnancy questions
- Links to local playgroups, library happenings and other parenting resources including home visiting services

If your child's teachers, caregivers, or doctors have concerns about your child's behavior, development, learning or wellbeing, call 844-233-2244 or visit www.helpmegrowottawa.org to be connected to helpful services in the community.

Parenting Education Opportunities. Opportunities for parenting education will be highlighted in the director's monthly newsletters, displayed on the parent boards or distributed through your child's mailbox. Education opportunities may include: speakers, playgroups, parenting articles, seminars and special community events.

Referrals. We believe that home and school together form a positive support system for the growing child. Parents and teachers will communicate closely regarding the development of their child. Through these communications, the parents and teaching team may determine a referral may be needed for additional support. The family will be involved in contacting their local school district, creating a plan and setting specific goals for the child. Classroom teachers will partner with support staff and parents to create an inclusive and supportive environment.