



**DAVISON COMMUNITY SCHOOLS
GREAT START READINESS PROGRAM**

Teacher Handbook

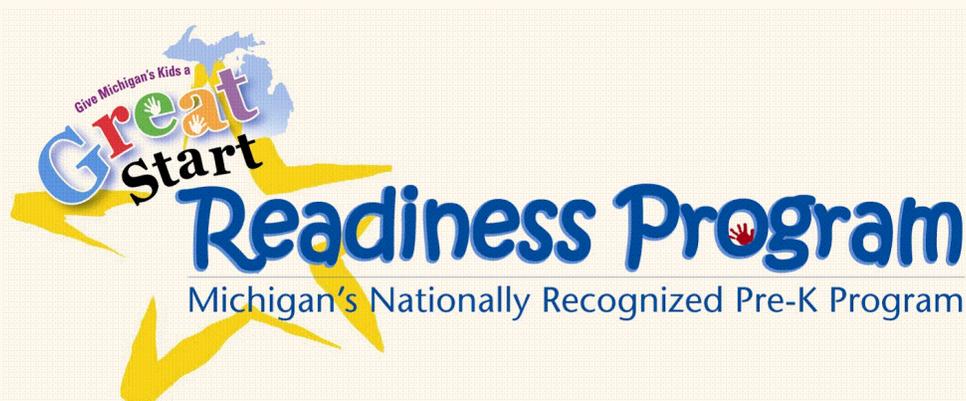
2017-2018

DAVISON COMMUNITY SCHOOLS
MISSION STATEMENT

Davison Community Schools
Where Kids Come First and Futures Begin
Connections ❖ Curriculum ❖ Opportunities

DAVISON'S EARLY LEARNING
MOTTO & VISION

IN THE END, IT IS A GOOD BEGINNING THAT COUNTS!



Davison Community Schools

GSRP Staff Handbook

August 2017

Dear Teachers,

We have a very exciting year ahead of us. We have created a building that is a wonderful place for kids to get their educational start. This is due to all of you. Each staff member is an important part of the team, but teachers are the most important persons in the lives of children while they are at school.

The main goal of our school system is to provide the best possible education for our students. We have been hired to educate these students. To be successful, we must all work together, teachers, administrators, support staff, and parents. Please take time to contact parents during the first month of school and let them know that you want them to be an active participant in their child's education and share some of the good things that are happening.

We are very proud to be part of the GSRP staff as we continue to grow and strengthen our preschool program.

The following handbook has been developed for your information. It is important that you read it thoroughly. The personnel policies are reviewed and changed as needed. It is your responsibility to read and follow these. If you have any questions about anything contained in this handbook, please see me right away.

Here's to a happy and successful school year!

With great respect,

Natalie Miller

Proud Principal

Thomson Elementary/GSRP

Susan Vamos

Early Learning Coordinator

GSRP Program Director

The best part of teaching is that it matters.

The hardest part of teaching is that every moment matters every day!

Board of Education Goals

2012-2016

Instructional Goal: All students will achieve academic success through quality instruction and support.

Indicators: Student achievement and growth will improve:

- Student academic performance in Michigan standardized tests will continue to show improvement gains each year.
- All students will show appropriate (year for a year) annual growth.
- The percentage of students achieving satisfactory performance on all subtests of the Michigan Department of Education Assessment Program will annually rank in the top 5% in the State of Michigan.
- 95% of all students enrolled in Davison High School and Davison Alternative Education High School will graduate in four (4) years.

Resource Goal: Davison Community Schools will maximize its resources

Indicators:

- Fund equity in General Fund will remain stable while continuing to provide high quality instructional and supporting services.
- Use of facilities by community groups will increase.
- Transportation services will improve.
- Custodial and maintenance programs will improve.
- Energy usage will continue to be monitored to maintain cost avoidance.

School Climate Goal: Davison Community Schools will develop and maintain a cooperative, safe and respectful environment.

Indicators:

- Students, parents, community and staff are safe in all school facilities.
- Satisfaction with Davison programs (athletics, transportation, communication, DCER, extracurricular and food service) will improve.
- Implement use of our new student information system as a communication tool between parents and teachers.
- Community will demonstrate support for Davison Community Schools.

TEACHER RESOURCES

All GSRP teaching staff should have access and be familiar with:

- State of Michigan Child Care Licensing Rule
- Michigan State Board of Education Early Standards of Quality for Pre-Kindergarten
- Creative Curriculum
- TS Gold Online
- ASQ III- (Ages and Stages Questionnaire III)
- ASQ-SE- (Ages and Stages Social Emotional Questionnaire)
- Conscious Discipline- Textbook or online
- CSEFEL- Tiered intervention model for preschool positive behavior
- PAQ Form A and Form B
- Anecdotal Note requirements
- ABC Google document for recording extreme behaviors

BEGINNING NOTES TO TEACHERS

Lesson Plans

Lesson plans and plan books are of primary importance to good teaching. As you develop your lesson plans you should be basing them on the **Michigan State Board of Education Early Childhood Standards of Quality for Prekindergarten**. All preschool teachers should have a copy of the standards in their classroom and should become familiar with the standards. Your plans should be based on the **Creative Curriculum** strategies and goals and align with the Michigan State Board of Education Early Childhood Standards of Prekindergarten.

Plan Books

Specific, adequate, and accurate plans should be made for at least **five** days in advance. Plan books should not leave the building. Please keep your plan book along with anything else a substitute teacher might need in a place which is easily visible and accessible.

Substitute Teacher Folders

Each teacher will be given a substitute teacher folder. This folder must be completed by September 9th and returned to the GSRP office. It is an effective and important tool for the substitute teacher. It contains your class schedule, recess, breakfast/lunch/snack and dismissal times, children with medical concerns, allergies, etc. and many other items of concern for a substitute. Please keep this folder up-to-date. If it is necessary to make changes in your schedule, please ask for your folder so that you may update the information for the substitute.

Substitute Teachers- AESOP and Pre-Arranged

If you need a substitute teacher because of illness or for a bereavement day, please visit <http://aesoponline.com/login.asp>, enter your username and pin, and request a substitute as soon as you know you will need one. If you determine you will need a substitute after 6:30 a.m., please request one through AESOP and call the GSRP office. If you have questions or problems, please call 591-0810. Please complete a pre-arranged absence form for other absences (school-related, personal days).

CLASSROOM VISITATION AND TEACHER EVALUATION

1. Teacher Evaluations

Vital to the improvement of instruction is teacher evaluation. We encourage a variety of forms of evaluation for all teachers including self-evaluation and administration evaluation. Teachers will be evaluated according to the state law. All classrooms will be evaluated by the GISD assigned ECS. The PQA will be used as the evaluation tool.

Lead and associate teachers must be familiar with the PQA expectations. Lead and associate teachers will be responsible for implementing a classroom environment, daily routine, adult/child interaction and curriculum planning and assessment aligned with the high standards of the PQA. Lead teachers will be responsible for being familiar with the state assessment tool. Associate teachers and monitors will be evaluated by the Program Director with input from lead teaching staff.

ATTENDANCE PROCEDURE (See details in the District Parent Student Handbook)

7 Absences.....Call home by teacher-Letters will be generated through Synergy and given to teachers for action.
10 Absences.....Program Director Referral

Regular attendance and participation are necessary for academic and social growth and success. Students, parents, and the school all share the responsibility to see that a good effort is made to attend school on a regular basis and to be on time to class. Teachers are to enter attendance by 9:00 AM and 1:00 PM each day via the computer. It is the teacher's responsibility to monitor attendance and make referrals to the program director as necessary. GSRP regulations do not support the removal of students from the program for excessive absences.

If extenuating circumstances are contributing to a child's school attendance or tardiness, school personnel will assist families in modifying or eliminating these circumstances.

All contacts will be made for the purpose of proactively aiding families in helping children establish a good school attendance habit, which is shown to correlate with future success in adult life. Of course, absences or tardies for documented medical circumstances will be excused. Turn in all medical excuses to the office secretary, Carrie Blazen. Who will change the absence to 'excused.' Teachers are responsible for signing off on attendance reports each week.

STAFF MEETINGS

Staff meetings will be held no less than each marking period on the early release days. Additional staff meetings may be held as needed and staff will be given adequate notice.

Plan to arrive on time and stay for the entire meeting. If it is necessary for you to be absent or leave early, please notify the **program director** prior to the meeting. Any

teacher who misses a staff meeting will be responsible for obtaining the information presented.

As profession educators, teachers should conduct themselves in a manner consistent with the expected behavior of students in their classroom. This includes limiting side conversations, being prepared with any requested materials, and focusing on the topic and not “multi-tasking” by correcting papers, texting, etc.

WEEKLY STAFF NEWSLETTER

You will receive an electronic and hard copy of the “GSRP Staff Newsletter” each week. It is your professional duty to read this entire publication and respond in some way to let the program director know that you have read it. It is expected that you will share the important information that pertains to students/families in your classroom newsletters. A copy of the newsletter will also be posted in the teacher’s lounge each week. The importance of reading this newsletter cannot be stressed enough. The office receives many inquiries of items that were posted in the newsletter! So, please read!!

COMMUNICATIONS FROM TEACHERS TO PARENTS

Whenever a teacher sends communications to the parents of his/her entire classroom, a copy of that communication **must be given to the program director and building secretary**. It can be emailed or placed in the mailbox. This is to provide the information to staff who answers the phones. Many times questions can be answered without disturbing the teacher.

Weekly newsletters are important ways to keep parents informed of what their child is learning, upcoming events and any other pertinent information. **All teachers are expected to send newsletters home each week.**

Teacher webpages are another excellent form of communication. The weekly newsletters can be posted on the web page by emailing them to Michelle Edwards.

Any communication requests regarding legal issues need to be submitted immediately to the principal for review prior to responding.

Prompt responses to parent phone calls, notes, and email give a powerful message to parents that they matter. This is a major public relations issue. Please respond to all parent contacts as soon as possible, but definitely within 24 hours. If a parent has sent you a lengthy email that you know will take time to respond to, I recommend that you send a short note back and let them know that you will respond in length and acknowledge that you have received their message. Then enlist some help if needed and call the parent back. Upset parents feel better when they at least know you’ve received their message.

DAILY TAKE HOME FOLDER

Each child will receive a plastic folder that has been purchased by the school. This folder is an important part of the home-school connection and should be sent home each night. Please send all papers, notes, etc. home in this folder and ask parents to send things back to you in this folder.

GSRP PARENT COMMUNICATION

Parent Involvement

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. Programs can demonstrate that they value parent involvement in a variety of ways- from partnering with parents to establish child development goals to sharing anecdotes of children's learning.

Communication and strong relationships are the keys to successful parent involvement. The purpose of frequent and informal interactions is to strengthen the connections between home and school. Staff should use an interested and unhurried manner when talking with parents. Staff and parents should update one another about children's recent home experiences and preschool activities through:

- Conversations during drop-off and pick-up times;
- Notes;
- Telephone conversations; and
- Electronic communications.

Ideas for parent involvement activities include:

- Sharing special interests with children, such as fishing, photography, or sewing;
- Providing recyclables and helping to make play materials;
- Logging books taken/returned from a lending library;
- Creating displays of child-initiated works;
- Attending parent meetings, workshops, and serving on the local and/or the Great Start Collaborative school readiness committee representing GSRP;
- Serving on the local or ISD team to analyze program quality and child outcome data;
- Meeting with teachers to set developmental goals and discuss children's progress;
- Supporting children's learning at home; and
- Reading or contributing to a parent newsletter

Staff support parent involvement at group or parent meetings by:

- Providing child care;
- Arranging transportation;
- Scheduling events at times convenient for parents;
- Orienting parents to the depth and breadth of the role of parents at meetings;
- Making reminder phone calls;
- Distributing agendas or other materials ahead of time;
- Supporting parent-to-parent communication;
- Addressing needs of non-custodial parents;
- Addressing language, culture, and work barriers; and
- Demonstrating that parents' contributions are valued by following up appropriately.

Staff members support parent involvement in the classroom when:

- A plan that outlines the roles of classroom volunteers is included in the GSRP Parent Handbook. The plan identifies the leader (e.g., teacher, parent liaison, Early Childhood Specialist (ECS)) who will provide ongoing support to volunteers and reinforce how they help advance children's learning;
- A parent's presence (mother, father, or guardian) is invited and welcomed by staff;
- Worthy classroom experiences are offered to parents, for example, assisting in the implementation of the daily routine with children versus assigning parents minor roles such as wiping tables or cutting out shapes. For example, volunteers might support children at a learning area during choice time or by reading aloud to children;
- Volunteer opportunities are announced to parent ahead of time;
- Responsibilities are offered that match volunteer's interests. Skills, schedules and facilitate children's development;
- Parents are invited to participate in special events such as field trips or program evaluation efforts. Teachers are not to exclude any parent that wants to attend a special event.

GSRP PROGRAM REQUIREMENTS

Advisory Committee

Legislation requires GSRP sites to provide for active and continuous participation of parents of enrolled children. A high-quality GSRP supports parents as active decision makers, both developing and implementing training to instill confidence in parents as active members of an advisory committee.

Each Intermediate School District (ISD) is also required to have GSRP parent representation on the regional Great Start Collaborative (GSC) Parent Coalition; working with other committed parents to support early childhood practices in the community. These GSRP parents, in turn, act as liaisons to local Parent Advisory Committees, sharing ideas and activities in person, virtually (e.g., Skype) or through emailed reports. Refer to the Intermediate School District Administration of GSRP section of the implementation manual for more information on advisory committees.

Another opportunity involves participation in a school readiness advisory committee convened as a workgroup of the GSC that provides for the involvement of classroom teachers, parents or guardians of program participants, and community, volunteer, and social service agencies and organizations. The advisory committee annually reviews and makes recommendations regarding the GSRP components. The advisory committee also makes recommendations to the GSC regarding other community services designed to improve all children's school readiness.

Family Contacts

The purpose of home visits and parent/teacher conferences are to involve families in the families in the children's education at school and to help them provide educational experiences for the children at home. Center-Based programs require a minimum of four family contacts per year, preferably two home visits and two parent-teacher conferences. When the 2+2 pattern is impossible for a particular family, other arrangements should be made to complete the four required contacts. If a parent prefers the visit not take place in the home, a mutual location may be chosen such as a park, restaurant, or a parent's workplace. During home visits and parent/teacher conferences, staff:

- Seek input from parents about the program and its relationship to the child's development;
- Seek input from parents about how they are supporting the child's development at home;
- Partner with parents in setting appropriate child development goals;

- Assist parents to implement child development strategies for home which fit into normal family routines. For example, color naming or classifications while sorting freshly laundered socks, practicing counting with meaning when children serve themselves (e.g., carrots/crackers/raisins), practicing letter writing and letter identification when children sign their names on a birthday card, etc (sending home worksheets is not appropriate);
- Work together with parents to write referrals for suspected or diagnosed disabilities or other developmental needs of the child. After the visit, staff members follow up by working with the Early Childhood Specialist, district and parents to locate and access special education services needed by the child;
- Work together with parents to write and follow up on referrals for needed family services. For example, staff can provide documentation for parents to share with providers, staff can make an initial phone call to help arrange an appointment, staff can help families find childcare or transportation so they can use community resources; and
- Document each home visit and parent/teacher conference.

Home Visit General Guidelines

Home visits are planned to last at least 60 minutes, exclusive of travel time, and include both the child and parent(s). Many programs determine that credentialed Associate Teachers may complete home visits. Where Lead Teachers and Associate Teachers complete individual home visits, each adult often makes home visits with the children that they consistently work with in the classroom, e.g., children in their small group/child planning group/recall group. Where staff safety is a concern, teaching teams often complete home visits in pairs. Itineraries should be distributed to pertinent staff who should know of the home visitor's location(s). A cell phone should be carried and valuable should be locked in the trunk before arriving at the destination.

It is strongly recommended that the **initial home visit** occur after the child is enrolled but before the child begins the classroom program. 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.

Activities might include:

- Taking photos of parent and child, family pet(s), home, etc.;
- Leaving photos of staff and classroom;
- Discussing transportation to and from the program;
- Discussing parents' interests and hobbies;
- Discussing the importance of parent involvement and the various opportunities;
- Sharing program philosophy and curriculum information;
- Reviewing results of developmental screening;
- Discussing goals the parents have for their child for the year;
- Generating a list of possible activities/discussion topics for the next home visit;
- Discussing the required enrollment paperwork.

Upon arrival, appropriate introductions are made, and other family members are included in conversation. The parent is asked for suggestions for an appropriate area within the home to meet. Staff members partner with the parent(s) to modify the environment as necessary (e.g., distractions such as a baby crying, television, pets, etc).

Second and subsequent visits are designed around the individual child and parent needs. Staff should prepare by scheduling visits one week to ten days in advance, at convenient times for families, and allow for travel time between appointments. The staff member and parent should agree upon beginning and ending times for the visit and discuss what to expect during the visit. The purpose of the visit should be reviewed. Throughout the visit, staff looks for opportunities to encourage parents to share their perspective and ideas. The home visit should be personalized to meet the individual needs of each child and family by:

- Eliciting feedback from parents regarding the child's interests, concerns, and progress, both at home and in the program;
- Sharing information about community resources;
- Completing any necessary referral forms together during the visit;
- Reinforcing positive parenting;
- Exchanging information about the curriculum and its relationship to the child's development;
- Updating each other about the child's recent experiences;
- Exchanging ideas and materials to support the child's learning and social development at home;
- Engaging the parent and child to model a teaching activity (utilizing home materials whenever possible) and sharing learning goals and outcomes of the activity; and
- Allowing time throughout the visit for the parent to ask questions and/or voice concerns.

To conclude, the visit is summarized with the parent, with information provided about future parent activities and staff availability for phone calls and questions. Completed documentation of the visit includes a narrative description of the visit, the date, and the signature of both the visiting staff member and the parent.

Parent/Teacher Conferences

Parent/Teacher conferences should be held in the fall and spring, and when requested by parents. Conferences are scheduled to meet the mutual needs of parents and staff and planned to last a minimum of 45 minutes. This may result in some conferences being held outside of regular work hours.

Staff members use a parent report from the approved child assessment tool and discuss the progress of the child across domains, goals for continuous progress, and any additional support which may be necessary. Developmental information should be exchanged in depth and in a relaxed, positive manner. Anecdotal observations and samples of child-initiated work strengthen parents' understanding of their child's development. Staff share curriculum strategies for supporting children's development and discuss with parents ways that they can support learning at home using household materials and within ordinary household routines. Staff invite observations and answer questions from parents about the program. The conference concludes with ways the family can participate in the program. Staff availability for phone calls is reinforced. Completed documentation of the conference includes a narrative description of the conference, the date and the signatures of both the staff member(s) and the parent.

USE OF THE TELEPHONE

The telephones in each classroom will allow teachers to:

1. Contact the office in cases of emergency
2. Make local calls

Calls made from the classroom phone should be in regards to school business. Personal phone calls should be kept to a minimum and should not take place when students are in the room. Students may use the phone while supervised by the teacher to speak with their parents about forgotten items, shoes, etc.

Please do not give your classroom phone number to parents, as these phone calls will go straight to voicemail during the school day. We don't want a parent to leave information on your voicemail regarding busing and you not get it until after the school day has ended. Instead, please give out the school phone number, 591-0922.

CELL PHONE USAGE/TEXTING

Feel free to use your cell phone for calling and/or texting during your break, lunch, or during your planning.

Cell phones should not be used for calling and/or texting while on the job. If you have extenuating circumstances that would require that you have your cell phone out during class time, see Susan directly.

Please know that our office staff always answers the phones in the main office between 8:00a.m.-4:30p.m. You can be assured that when your child/spouse calls with an emergency, you will be notified immediately.

OFFICE COPY MACHINE

Central has a copy machine located in the main office. All teachers are allotted 2000 black and white copies and 400 color copies for the year. When a teacher has reached their limit their access code will no longer work. The secretary has been instructed not to make copies for teachers when limits have been exceeded.

It is recommended that teachers utilize the District Copy Center whenever possible. It is important to plan ahead and send copies to the Copy Center remembering that we will not have 24 hour turnaround this year. The office copy machine is not intended for regular copying for classes.

LENGTH OF SCHOOL DAY

Daily schedules must be posted outside of the classrooms. (see sample below)

AM students begin school at 8:45 a.m. and end their school day at 11:45 a.m. Students will be released from the buses at 8:25 a.m. Students dropped off by a parent will be allowed to enter the building starting at 8:40 a.m. At this time, students will proceed to their classrooms.

PM students will begin school at 12:45 p.m. and end their school day at 3:45p.m. Students will be release from the buses at 12:30 p.m. Students dropped off by a parent will be allowed to enter the building at 12:40 p.m. At this time, students will proceed to their classrooms.

Full day students will begin school at 8:45 a.m. and ends at 3:45 p.m.

Teachers report at 8:00 a.m. and Associate teachers report at 8:15 a.m. Teachers be at their door ready to greet students when they enter at 8:25 a.m. Teachers are to remain in their room or building until 4:00 p.m.

SAMPLE SCHEDULES

AM GSRP Daily Schedule

8:25-8:55	Busing Students Arrival/Greeting Time
8:40-8:50	Parent Drop off Students Arrival/Greeting Time
8:45-8:55	Day Begins
8:55-9:10	Large Group
9:10-9:20	Breakfast
9:20-9:30	Read Aloud
9:30-10:00	Outside
10:00-10:15	Small Group
10:15-10:20	Planning Time
10:20-11:20	Choice Time
11:20-11:30	Clean Up
11:30-11:35	Recall
11:35-11:45	Backpacks
11:45	Dismissal

PM GSRP Daily Schedule

12:30-12:45	Busing Students Arrival/Greeting Time
12:40-12:50	Parent Drop off Students Arrival/Greeting Time
12:45-12:55	Day Begins
12:55-1:10	Large Group
1:10-1:20	Small Group
1:20-1:30	Read Aloud
1:30-2:00	Outside
2:00-2:15	Snack
2:15-2:20	Planning Time
2:20-3:20	Choice time
3:20-3:30	Clean Up
3:30-3:35	Recall
3:35-3:45	Backpacks
3:45	Dismissal

GSRP Full Day Schedule

8:25-8:35	Busing Students Arrival/Greeting Time
8:40-8:50	Parent Drop Off Students Arrival/Greeting Time
8:45-8:50	Day Begins
8:50-9:05	Large Group
9:05-9:15	Breakfast
9:15-9:35	Small Group
9:30-10:00	Outside
10:00-10:10	Planning Time
10:10-11:20	Choice Time
11:10-11:20	Clean Up
11:20-11:30	Recall
11:30-12:10	Lunch
12:10-12:20	Read Along
12:20-1:20	Rest Time
1:20-1:40	Wake Up/Restroom/Music and Movement
1:40-2:00	Small Group
2:00-2:15	Snack
2:15-2:45	Limited Choice Time
2:45-2:55	Backpack
2:55-3:15	Large Group
3:15-3:45	Table Activities
3:45	Dismissal

BREAKFAST/LUNCH/SNACK PROGRAMS

Our students will be provided with breakfast and snacks through the food service beginning the first full day of school. A menu is developed that will be appealing to students, yet will not take long to eat or clean up. Families are never charged for breakfast, lunch or snacks. Our snack menu is reviewed by a dietician and nutritionist. Students must be offered a “choice” at snack time. Snacks and lunch menus must be posted outside the classroom door. (This does not pertain to breakfast.)

Family Style Meals

Snacks and meals in GSRP are part of the curriculum. Decisions regarding meal service should not be made based on ease and efficiency for adults. Snack and mealtimes provide daily opportunities to demonstrate the program philosophy in a visible way through the practices of participatory learning and authentic conversations that build

relationships between children and adults. This document describes quality features of family style meals, where adults and children eat together in the classroom.

Planning

- Plan enough time for meals and snacks. When children assist with set-up, passing and clean-up, expect meals to take 40-45 minutes. Snacks will take 15-20 minutes.
- Center-based programs must follow guidelines of the Department of Human Services (DHS) Bureau of Children and Adult Licensing:
- <http://www.michigan.gov/documents/dhs/BCAL-PUB-00082416607.pdf>
- Assure that there is enough food. See the CACFP meal pattern: <http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Mealpatterns.htm>.
- Foods served should reflect the home and community cultures and be high in nutrients and low in fat, sugar, and salt.
- Children may have never experienced a meal served family style. Preschoolers love to serve themselves and will easily succeed with some guidance and encouragement. Be prepared to offer intentional support at the start of each school year, with newly-enrolled children and after breaks from school, such as long weekends and holidays. Use real food service material to set up “meal” provisions in the house area, water table and sand table so that children can practice.

The Eating Environment

- Meals take place in the classroom, away from high traffic areas. Noises and distractions are minimized or eliminated.
- A non-carpeted surface provides for easier clean-up.
- Children have enough space at the table for serving, passing and eating comfortably.
- Serving utensils are child-size with comfortable handles. Small scoops, tongs, and spoons may work best. One-quarter and one-half cup measuring cups with handles can be ideal for supporting both fine and motor and concept development. Use small pitchers with handles and pouring spouts for serving beverages. Bowls with wide lips are most easily handled by young children. Plastic serving bowls are lightweight and don’t conduct heat.
- Plates, bowls, glasses, cups and eating utensils are child-sized. Consider using plates with limited patterns and designs so the the focus remains on the food. Consider using smaller lunch or salad plates because dinner plates can be difficult for children to handle.
- A gallon ice-cream container or sand-pail, along with cleaning cloths, make fine clean-up materials for child use.

Characteristics of Family Style Meals

- Children assist to prepare for snack or mealtime by assisting with washing and setting tables.
- At the beginning of the meal, children bring food to the table in serving bowls, plates, or baskets that children can use comfortably. There are serving utensils for all food.
- Children choose where they will sit. At least one adult sits at each table where children eat and eat the same foods children do. Adults typically position themselves in a mid-position, to more easily provide support and have rich conversation with all children.
- Food is passed from one person to another.
- Typically, an adult begins passing each food item, modeling with action and words as they serve themselves. For example, “Today we have yellow string beans. I am taking one spoonful of beans and then I’ll pass them to my friend Tamilla. Tamilla, here you go! You might want one or two spoonfuls of beans.” Adults provide verbal description as they model how to pass bowls and show children how to use two hands while holding a bowl on the outside that their fingers do not touch the food. Adults model how to pour and scoop using appropriate utensils. Adults model conventional table manners, such as waiting for turns, passing foods and saying “please” and “thank you”.
- Children are offered each meal component and make their own food choices based on individual appetites and preferences.
- Rather than acting as servers, adults sit at the tables with children throughout the snack or meal, unless more food is needed from larger or high-temperature containers.
- Everyone serves themselves. Children are encouraged to take a portion of each food component. Family style meal service affords some latitude in the size of initial servings because replenishment is immediately available.
- Adults offer minimal assistance as needed. In the rare instance where one child needs more help than others, the adult can encourage peer support and/or the child can be encouraged to sit near an adult at the start of the meal.
- Children choose whether to eat, what to eat, and how much to eat. Have enough food available to meet meal pattern requirements and to allow for seconds.
- Some food will spill as children serve themselves. Be prepared for this with a nearby pail of soapy water and paper toweling. The adult remains seated as the child (and sometimes peers) is calmly supported to clean up spills, wash hands and return to the meal.
- Adults participate in child-initiated conversation.
- Children help clean-up by clearing their places at the table, disposing of their leftovers, washing the table, and pushing in their own chairs. Preparation suggestions include having a nearby pail of soapy water and small cloths. If a cleaning bucket is used, it is cleaned after each meal service and cloths are either disposable or laundered after each meal service. Adults do final cleaning/sanitizing after the meal has ended and children have left the table.

Family Style: Open Snack

Teaching teams sometimes choose to implement an “Open Snack” during Choice time. The Open Snack concept may be easiest to implement for classrooms that are staffed with three consistent results. Open Snack is an activity choice that is intentionally taught to children during the first weeks of the school year. The process is gradually turned over to the children and closely supported each day by an adult. Food is available “buffet style”, allowing children to decide when to eat, what to eat, with whom to eat, and serve and clean up after themselves. In addition to earlier guidance in this document, it is important to note that an adult must offer snack to all children, document child participation at point-of-service and take special care with children that may have food restrictions.

MAINTAINING THE CLASSROOM

1. Teachers are expected to maintain their rooms in a neat fashion. Care of books, furniture and other materials are a teacher’s responsibility which he/she should share with the youngsters. Please do not allow student’s to place stickers on desks or other furniture. Attractive, neat rooms with thoughtfully prepared room arrangement will enhance your instructional program, as well as provide safety for your class. Unnecessary clutter can become a safety hazard and attract rodents and/or bugs. Please avoid this when arranging your class.
2. Teachers should pay close attention to the proper temperature, lighting, and ventilation of their rooms. Please notify the office if there is a problem with any of these things so that the custodian can correct the problem. These factors will contribute to the students’ best performance.
3. Bulletin boards in our building are always attractive, timely and useful. Your effort in maintaining them is appreciated. The colored paper for bulletin boards is located on the paper dispenser located in the resource room in Central. If you empty a roll, please inform the office so that it can be replaced.
4. Teachers must never leave money or other valuables in their desks overnight. The office has a locked cabinet which can be used to secure it overnight. According to District policy, monies over \$200 must be deposited. There is no insurance to cover personal loss.
5. Each teacher must close and lock his/her windows before leaving at night. Shades should also be closed each night.
6. Over the last few years, our classrooms have been updated technologically (i.e. computers, overheads, TV, DVD, data projectors). Please notify the office

immediately if something is broken. Remember students are not allowed to operate or move the equipment.

7. You will want to assign certain duties to your students. The students enjoy having a job to do, and it is good training for the. Before students leave for the day, the room should be neat, litter of the floor and furniture in a position that the custodian can clean the room.
8. Classroom doors are to remain locked at all times.
9. If you have maintenance/custodial requests or concerns, please complete the appropriate form in the office and submit to the principal and program director.

HALLWAY SUPERVISION

Students must be supervised while in the halls at all times. Adults must supervise students while at their lockers, going to the bathroom and walking down the hallway.

DISCIPLINING OF STUDENTS

Our policy corresponds to the discipline policy as stated in the Licensing Rules for Child Care Centers, Department of Human Services, State of Michigan.

R400.5107 Discipline Rule 107:

1. The staff shall use positive methods of discipline that encourages self-control, self-direction, self-esteem, and cooperation.
2. The following means of punishment shall be prohibited:
 - a. Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
 - b. Restricting a child's movement by binding or tying him or her.
 - c. Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
 - d. Depriving a child of meals, snacks, rest or necessary toilet use.

In the GSRP classroom, adults recognize that mistake are opportunities to learn. Staff will:

- Encourage children to do things for themselves throughout the day.
- Use daily conflicts to teach character development, conflict resolution, social skills, and self control through Conscious Discipline Strategies.
- Use the following principles to guide conflict resolution: Composure, Encouragement, Assertiveness, Choices, Positive Intent, Empathy, and Consequences.

If ongoing problems continue, the child/children involved will discuss the situation with the classroom teacher and possibly the program director and/or building administrator. The goal will be to form a solution by using a positive approach which will stress cooperation and self-control. In most instances, a verbal warning or re-direction is the only action that will be necessary. Parents will also be notified. If a child continuously demonstrates a pattern of harmful behaviors, despite the aforementioned interventions, a parent meeting will be required to discuss solutions.

Lead teachers, Associate teachers, and monitors are expected to handle most discipline problems in their own classrooms. The office secretary is not expected to handle discipline. Students must respect the teachers and this happens when teachers handle discipline appropriately. There will be times, however, when a student must be removed from the classroom. This should be done in a situation where the whole class would profit from such action.

1. If a student must be removed from the classroom, the classroom teacher(s) or monitor should supervise the student in the building safe spot while employing Conscious Discipline strategies.
2. If the child is not responding to the building safe spot and the Program Director is not available, then the Head Teacher may need to intervene. This should be used as a last resort.

PLAYGROUND ZONES

Teachers will follow the same playground zone schedule to determine where students should play at recess. Teachers are responsible for making sure that students are dressed appropriately for outside play, and that temperature guidelines are followed.

ACCIDENT REPORTS

If one of your students is injured while under your supervision, an accident form must be completed. These forms are in the main office. Teachers will complete reports. Please report all notable injuries to the office. We will report those injuries or accidents we feel the parents would want to be advised of such as: **head injuries, deep cuts, etc.**

If you or another adult is injured or has an accident of school grounds, you must complete an accident/incident form in a timely manner. Call Kathy Morris if care is needed for an injury.

FIELD TRIPS

Field trips are a valuable tool to enhance classroom instruction. **Field trips must be directly related to curriculum.** Unfortunately, due to budget constraints, field trips will be limited. All field trips must be approved by the school principal, program director and then will go to the ECS for GISD approval/denial. The GISD forms are in the office.

MEDICATION

It is necessary for some students to take medication during the school day. This medication is kept in the office. The office personnel will administer medications

according to the directive on the completed Authorization to Administer Medication form. This form is available in the office. All medicine must be administered in the Main Office. Students may carry their inhalers with written authorization/approval by physician **and** parent.

Student medication and inhalers are to be taken on field trips. It is the responsibility of the teacher to collect the medications the day of the field trip. Injected/inserted medications and inhalers require that the teacher notify the school nurse 3 days prior to the event so that administration training can be provided. Upon return from the trip, the teacher must return the medication along with the medication log signed by the teacher and one witness noting the time the medication was administered.

CLOSING OF SCHOOL DURING INCLEMENT WEATHER

The Superintendent of Schools is empowered to decide whether schools will close in inclement weather. An arrangement has been made with local radio and television stations to announce if school is to be closed. You may sign up for email and/or text messages of school cancellations/alerts by going to the DCS website and clicking on Ed-Alert. Field trips and after school activities are also cancelled when school is closed.

Parents may get their own children from school in the event of bad weather. No child will be released to anyone except parents and those people listed on the emergency cards without written permission from the parents.

BOMB THREAT

If you are in the office and answer the phone (and it's a bomb scare), **don't** hang up. Listen carefully for background noise and note anything you can. Get the attention of other staff in the office and let principal know a.s.a.ap.

FIRE AND TORNADO DRILLS

Fire drills will be signaled by sounding the building fire alarm.

A tornado drill will be announced over the PA.

Turn off all lights. Close all doors and windows. Follow the fire/tornado drill procedure for your classroom. It is important that children are silent in the hallways during drills to aid adult communication.

LOCKDOWN DRILLS

Lockdowns will be announced on the PA system. Teachers should pull shades, lock doors, and turn off lights. Students must sit quietly until the lockdown has ended (by announcement).

MERT (Medical Emergency Response Team) DRILLS

“Staff, Activate Secure Mode. MERT Team to…” This signals a medical emergency. All students and staff should be cleared from the hallways and kept in classrooms until an ‘all clear’ is announced. No staff or students other than the MERT Team and other designated personnel should be in the hallways or traveling the building.

OTHER SAFETY CODES

A time may occur when it is necessary to secure the building during the day. The following district-wide codes will be used:

“Staff, Activate Secure Mode.” This is possible situations near or in the neighborhood of the school building. We will lockdown the building (outside doors), but continue to conduct school as normal.

“Staff, Activate Tornado Drill. Shelter in place.” Follow tornado drill procedures. This may involve severe weather or possible chemical spill or leak.

CA-60’S

The CA-60’s are kept in the filing cabinet in the office. If a child has had psychological testing, these highly confidential records are also in the CA-60. These records cannot be taken to your room; they must be reviewed by the office. **Do not discuss a child with anyone other than legal parents or guardians unless we have a signed Release of Information form on file, even if parent has given verbal permission. This would include grandparents, aunts and uncles.**

MARKING PERIODS

Students have four marking periods of nine weeks. By the end of the fourth week of each marking period the teacher must have contacted the parents of students who appear to have significant problems or whose achievement has dropped. Preferably, this would be done by direct contact rather than by written communication. This does not prevent the teacher from making additional contacts with parents at other times. Please remember that positive comments are always appreciated. You will build a more

productive relationship with the parents and child if you take the time to report good news as well as bad news.

PLAYGROUND DRESS CODE

Children must be dressed appropriately for the weather, as they will be expected to go outside when the temperature is above zero wind chill and when it is not raining.

- A. Winter weather clothing includes the following: A heavy or warm coat, boots, hat, scarf, mittens or gloves.
- B. Fall and spring clothing includes the following: A lightweight jacket, sweater or sweatshirt. A hat may also be needed.

If a child does not have appropriate clothing for hot or cold weather, call the child's parents and notify the office right away!

GRIEVANCE PROCEDURE

FOR
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
SECTION 504 OF THE REHABILITATION ACT OF 1973
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 1

Any person believing that the Davison Community School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, or (4) Title II of the Americans with Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Civil Rights Coordinator
Kevin Brown, Assistant Superintendent
Davison Community Schools
1490 N Oak Rd
Davison, MI 48423
(810) 591-0808

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer within five (5) business days.

If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

A complainant wishing to appeal the written (or Step 1) decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If still unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting. The decision of the Board of Education shall be final.

Section III

If the complaint is against the Superintendent, it should be reported to:

Vice-President of the Board of Education
Davison Community Schools
1490 N Oak Rd
Davison, MI 48423
810-591-0801

NON-DISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education does not discriminate on the basis of race, color, national origin, (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or **genetic information** (collectively, “Protected Classes”) in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

The above statement needs to appear in the following:

- District Website
- Parent/Student Handbook
- Course Catalog
- Recruitment Materials for Students
- Newspapers/Magazines
- Cardinal Caller
- Newsletters/Memoranda
- Bulletins/Postings
- Other Written Communications
- CTE Annual Public Notice
- CTE Website
- District Annual Report

NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The Board of Education does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information or any other legally protected category, (collectively, “Protected Classes”), in its programs and activities, including employment opportunities.

The above statement needs to appear in the following:

District Website
Employee Handbook
Employment Applications
Recruitment Materials for Employees
Job Postings

ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act of 1990, as amended (“ADA”) and the implementing regulations (collectively “Section 504/ADA”), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation or treatment in its programs or activities. As such, the Board’s policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

The above statement needs to appear in the following:

District/Website
Parent/Student Handbook
REcruitment Materials for Students
CTE Annual Public Notice

ANTI-HARASSMENT

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, “Protected Classes”) that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals

who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

The above statement needs to appear in the following:

- District Website
- Employee Handbook
- Parent/Student Handbook

GSRP STAFF

Certified Staff

- Program Director- BA or higher, Child Care Administrative Certificate
- Lead Teachers- BA Degree or higher, valid teaching certificate with ZA or ZS endorsement
- Part of DEA

Non-Certified Staff

- Associate Teachers- CDA or Associate Degree in Early Childhood
- Part of Paraprofessional Bargaining Unit
- Secretarial Staff- Part of DESA

Student Support Staff

- Child Care Providers- Michigan Child Care Licensing staff requirements

Lead and Associate teachers are assigned to a specific classroom and students. Child Care Licensing ratios are followed. 1:8 teacher/student ratio.

A third adult may be an associate teacher or child care provider when student numbers are over 16. (ECSE/GSRP classroom- Sabrina)

We are very fortunate to have additional staffing above and beyond the state licensing required child/adult ratio.

Student support staff child care providers are responsible for completing additional duties needed to monitor students in a safe and high quality environment for our program. These staff members may be assigned to provide additional support to classrooms. However, the first and foremost responsibility of these staff members is to support overall building needs as determined by the onsite Program Director or Program Principal.

These positions were created to support the following:

- Student supervision at bus/valet

- Restroom/hallway supervision
- Additional playground supervision
- Support to understaffed classroom in emergency situations
- Assistance with breakfast, lunch, and snack prep (especially in full day rooms)
- Assistance with relieving classroom teachers for their lunch period
- Assistance with overall building needs in order to maintain a safe environment

During times that building monitors are not immediately supervising students or helping in the classroom, they should be seeking direction from classroom teachers regarding how they can assist with student learning.

