

Greenridge Early Childhood Center



2023-2024

Parent/Student Handbook for Early Childhood Special Education

Revised June 2023

Thank you for sharing your child with us! This Parent Handbook will acquaint you with the mission, philosophy, curriculum and policies of Greenridge Early Childhood Center.

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Our Program Vision

Greenridge Early Childhood Center is a school community where children and families feel connected, respected and involved in their child's education.

District Mission

Taking pride as a public education system, the Comstock Park Public Schools community devotes itself to preparing and guiding students to be productive citizens in an evolving world by:

- Developing the whole child
- Appreciating and valuing differences
- Fulfilling the individual needs of our children
- Providing a safe and nurturing environment for growth

Greenridge Early Childhood Center Philosophy

We know that early childhood experiences are critical to a child's development and overall potential. We are committed to the families we serve, providing engaging opportunities and support as we partner to nurture your child's development. We exist to provide a safe, developmentally appropriate and inclusive environment for children, focusing on social-emotional, cognitive, and physical development.

At Greenridge Early Childhood Center we have developed a successful program aligned with Michigan's early childhood goals and Comstock Park's kindergarten curriculum. We believe it is our privilege to support students in reaching their highest developmental, academic and social-emotional potential. We strive to create developmentally appropriate lessons and environments for learning. Our goal is to create and support each child's desire to be a life-long learner.

Teachers & Staff

We are proud of our warm and nurturing staff who take a sincere interest in child development and apply their knowledge in the classroom. Our teachers and staff value working as a team with parents and colleagues. All staff meet, and in most cases exceed, the State of Michigan's Licensing and Regulatory Affairs requirements for formal education for their respective positions. The staff enjoys and understands how young children learn and grow. They respond with sensitivity to each child's individual needs, desires, and interests.

In order to ensure that employees or other persons providing child care or support with potential for unsupervised contact with children are appropriate for serving in their positions, a Criminal Background Check is conducted. All teachers and support staff are CPR & First Aid certified. In

addition, our teachers and staff receive professional training annually. They study various concepts: child growth and development, positive guidance and discipline, health and safety procedures, early childhood teaching methods, and child abuse prevention and recognition.

Your Office Staff

Preschool and Interim Special Education Director

| | |
|---------------|--------------|
| Cindy Shinsky | 616-254-5704 |
|---------------|--------------|

Special Education Assistant & Building Coordinator

| | |
|-------------|--------------|
| Carie Drake | 616-254-5703 |
|-------------|--------------|

Building/Special Education Secretary

| | |
|--------------|--------------|
| Tracey Slack | 616-254-5701 |
|--------------|--------------|

Early Childhood Special Education

| | | |
|------------------------|--|--------------|
| April Memmott, Teacher | amemmott@cppschoools.com | 616-254-5408 |
| A'ndria Uherek | auherek@cppschoools.com | |
| Laura Peca | lpeca@cppschoools.com | |

| | | |
|-----------------------------------|--|--------------|
| Jennifer Lemieux, Teacher | jlemieux@cppschoools.com | 616-254-5717 |
| Jessica Watters, Paraprofessional | jewatters@cppschoools.com | |

Little Panthers Tuition-Based Preschool

| | | |
|--------------------------------|--|--------------|
| Barb Pilichowski, Lead Teacher | bpilichowski@cppschoools.com | 616-254-5727 |
| Emily Holmes, Support Staff | eholmes@cppschoools.com | |

| | | |
|--------------------------------|--|--------------|
| Mary Willacker, Lead Teacher | mwillacker@cppschoools.com | 616-254-5733 |
| Kristin Lindsey, Support Staff | kristinlindsey@cppschoools.com | |

| | | |
|---------------------------------|--|--------------|
| Teri Little, Lead Teacher | tlittle@cppschoools.com | 616-254-5738 |
| Yvonne Villareal, Support Staff | yvillareal@cppschoools.com | |

Special Education Team

| | | |
|--|--|--------------|
| Joshua Gonzales, Speech Language Pathologist | jgonzales@cppschoools.com | 616-254-5725 |
| Linda Mohney, Occupational Therapist | lmohney@cppschoools.com | 616-254-5653 |
| Alyce Weiler, Physical Therapist | alyceweiler@kentisd.org | 616-254-5700 |
| Caitlin Green, School Social Worker | cgreen@cppschoools.com | 616-254-5721 |
| Hannah Noe, School Psychologist | hnoe@cppschoools.com | 616-254-5011 |

Equal Access to Educational Opportunities

It is the policy of the Comstock Park Public School District that no person shall, on the basis of race, color, national origin, sex or handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity and in employment.

*Further information can be found in Board Policy 2260.

Hours and Days of Operation

The Center is open Monday through Friday from 7:30 a.m. to 4:15 p.m.; however, students attend Monday through Thursday. The Center closely follows the Comstock Park School District's calendar. Linked below is a copy of each program's calendar.

The Early Childhood Program runs two sessions. The AM session is from 8:30 AM- 11:45 PM. The afternoon session is from 12:30-3:45 PM.

- [3 Year Old Preschool](#)
- [4 Year Old Preschool](#)
- [Early Childhood Special Education](#)

Policies and Procedures

Emergency Contacts/Releasing a Child

Greenridge Early Childhood Center must be provided with the names of emergency contacts and any person(s) granted permission to pick up a child. Only people over the age of 18 may pick-up a child. To qualify a person for picking up a child, their name, address, telephone number, and clear copy of their license or other government issued ID must be provided at the time of pick up. Further, a dated and signed note must be provided by the parent for every day another person will pick-up the child or have face-to-face contact with the building secretary.

Arrival/Dismissal

Dropping off and picking up on time is important for programming. For safety reasons, when dropping off and picking up children, a parent/guardian must accompany the child to the designated arrival/dismissal location:

- Each child must be signed in and out on the attendance log with initials and indicated time by a responsible adult who is listed on the Child Information Record (per licensing).

- Children will only be released to persons on the Child Information Record, unless the school is notified by a legal guardian, in writing, of a change.
- Staff may request photo identification of anyone picking up the child (per licensing)
- If the teacher or director has any doubts about the documentation provided, a decision to not release the child will be made.
- No children are permitted to walk home without proper supervision.
- Children who enter/leave the program by bus/child care will be signed in/out by a staff member.
- If a child is still not picked up after one hour of school time ending and teachers have made an attempt to call all contacts on the Child Information Record, CPS will be notified.

District Illness Policy

Children who are ill with a contagious disease or fever may not attend school. If your child becomes ill while attending, we will call you. If the parent cannot be reached, the emergency contact person(s) will be called to take the child home.

The teacher/office will determine if a child is too ill to remain at school. Any child experiencing the following symptoms will be sent home:

- Fever of 100 F or higher: students may return to school 24 hours after their temperature is less than 100 F
- Contagious skin conditions
- Ringworm: students may return to school once treatment has started
- Pink Eye (conjunctivitis) eye infection: students may return to school 24 hours after treatment has started or until drainage from eye has stopped
- Diarrhea: students may return to school 24 hours after diarrhea subsides
- Vomiting: students may return to school 24 hours after vomiting subsides

*Further information can be found in Board Policy 5340.

Communicable Disease

In order to protect the health and safety of the students, district personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization and other means for controlling casual-contact communicable disease spread through normal interaction in the school setting.

If a student exhibits symptoms of a communicable disease, the principal will isolate the student in the building and contact the parents/guardians. Protocols established by the County Health Department shall be followed. *Further information can be found in CPPS Board Policy 8450

Head Lice

If live lice are found, the school will call parents and notify them of head lice and the procedures to follow. Treatment that evening and return to school the next scheduled day is recommended. Immediate removal of the child from school is unnecessary. At the most, a student should not miss more than one school day.

The student with suspected head lice should be discreetly restricted from activities involving close personal contact (e.g. hugging and team sports) and reminded not to share personal items. Outerwear should be segregated from that of others.

The informational letter, "Lice Found on Child", will be sent home with the student.

If there are several cases in the same classroom, the principal may choose to send a letter to all classmates' parents, asking them to check and treat all of their children as necessary.

*Further information can be found in Board Policy 8450A

Medications

Comstock Park Board of Education Policy states that if a child is required to take medication during school hours and the parent is not able to be at school to administer the medication, only the principal or designee, in the presence of another adult, will administer the medication in compliance with the instructions of a physician (as indicated on the prescription label), or the written instructions of the parent/guardians of the medication is non-prescriptive (within manufacturer and FDA approved medication usage).

The parent/guardian must bring the medication to school in its original container labeled by the pharmacy or manufacturer. Medication is kept in the office. No medication is to be kept by a student. The only exception to this being metered dose inhalers for the treatment of asthma. Students who provide the school with written permission from their doctor may carry their inhaler with them.

The parent/guardian must complete appropriate forms authorizing the school to administer medication. The parent/guardian will assume responsibility of informing the principal or district nurse of any changes in the student's health or medication. The school district retains the right to reject requests for administering medication to a child.

*Further information can be found in Board Policy 5330 and 5330.01.

Injury Policy

Students are directed to report any injury or illness to the supervising staff member. Parents will be notified upon any incidents (e.g. child lost or left unsupervised, physical discipline, any alleged sexual contact between children or a child and adult), accidents (e.g. falls and skins knee, hits head), suspected illness, is exposed to a communicable disease, or other changes observed in the health of a child. Major concerns will be immediately communicated and parents will be contacted by the school office. Minor incidents will be reported at pick-up or by phone, text or email at the end of the school day by the child's teacher.

If a child needs serious, immediate medical attention, the school will contact 911, our Medical Emergency Response Team, and the parent and/or emergency contacts.

Parents/Caretakers will receive an injury/accident report form with details of the event on the day the injury/accident occurs.

School Safety: Fire/Disaster/Lockdown Drills

During the school year, we conduct fire and tornado drills teaching students our safety procedures in a non frightening manner. During fire drills, the children will practice evacuating to a safe location away from the building. During tornado and lockdown drills the children will practice evacuating to the inner most areas away from windows and doors. Your child's safety and well-being are our priorities. The Center uses the protocol from <https://iloveguys.org/>.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.



SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



Discipline Policy (Rule 8140)

The staff views discipline as a learning process through which healthy attitudes are fostered. Mistakes are viewed as opportunities for learning and logical consequences are utilized. Staff members use positive guidance techniques in helping children move toward self-control and cooperation. Limits and expectations are clearly stated in positive statements and are appropriate for each child's developmental level. Classroom discipline will be the responsibility of the classroom teacher.

Discipline is a process of reinforcing positive behavior while teaching children how to behave acceptably. Our policy is to provide an environment of love and encouragement which will enable children to resolve their differences and grow in maturity and self-control. Positive Discipline is different from punishment. Punishment tells children what they should not do; positive discipline tells children what they should do. Punishment teaches fear; positive discipline teaches self-esteem.

We use positive discipline by:

- Anticipating and eliminating potential problems
- Having a few consistent, clear rules
- Having a well-planned daily schedule
- Providing structure and support for children to resolve conflicts
- Shared ownership of the classroom (our room, our toys)

We use positive discipline by intervening when necessary:

- Redirecting to a new activity
- Providing individual attention to help child deal with a situation
- Diverting child from area of conflict
- Providing alternate activities
- Offering a choice of two acceptable options
- Providing acceptable way to release feelings
- Discussing the behavior not the child

We use positive discipline by showing love and encouragement:

- Reinforcing positive behaviors through acknowledgement and praise for appropriate behaviors
- Using encouragement rather than competition, comparison or criticism
- Demonstrating respect and caring for each child
- Appreciating the child's point of view

All of the following means of punishment are 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.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.

- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar enclosure.
- Time out must not be used for children under 3 years of age.

Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by this rule. Only staff who are trained in the Crisis Prevention and Intervention Model may use restraint.

*If restraint is required, you will be notified by your child's teacher by text or email and you will also receive documentation of the event.

School Closings/Delays

In the event of inclement weather, there may be a delayed start or closing of the child care center. Greenridge Early Childhood Center follows the Comstock Park Public School system for delayed openings and school closings due to inclement weather. Morning half-day sessions will be canceled if there is a 2-hour delay. We will announce this information as soon as it becomes available to us on our Facebook site, through School Messenger and on local TV stations. In the event of an emergency school closing during the day, parents will be asked to pick up children as soon as possible. The Director and teachers will remain in the center until all children are picked up. In the event of an emergency facility evacuation, parents will be notified using School Messenger (call, email and/or text) as soon as all children and staff are safely in an offsite location.

Parent/Teacher Communication

We strongly advocate open communication between parents and staff. Information about your child's life at home helps the teachers understand children's language, state of mind, and moods. Children may be provided with notes as needed and lead teachers will also provide a verbal update during pick up time. In addition, teachers send information home in your child's backpack. We provide home visits, parent teacher conferences and encourage all parents to schedule meetings for any concerns or requests. If you have a specific complaint we always encourage you to speak with your child's teacher and director, if needed. To ensure effective communication between our faculty and parents we ask you to help in the following ways:

- We have an open-door policy. Stop by anytime.
- Keep the lines of communication open. Share your concerns.
- We frequently communicate through email, so please make sure that you provide us with your current email address.

Classroom information is also communicated in many different ways to the parents. At the beginning of the month, parents receive a lesson plan highlighting specific activities and themes for the month. Often, parents have questions regarding their child's day. During arrival and dismissal times, staff members must devote full attention to all the children so please keep conversations brief. If you need to communicate specific information, then please do so via a written note or email.

In the event of any major concerns (e.g. child "lost", physical support needed, injury), parents will be immediately notified by phone or text. Minor concerns will be shared by email or at pick up.

Parent Board

Every classroom has a parent board with important information such as the daily schedule, monthly calendars, signs about closing days, special events, parties, field trips or special supplies that may be needed. Please try to quickly check the parent board every day for information about what is going on at Greenridge.

Parent Involvement

Parents are the leader of their child's care. We value your involvement in our program. We understand that working can present a challenge for some families to participate in events that occur during the day. We value parent involvement and offer many opportunities for families to be involved. Some examples include: come read stories, organize activities, lead a group. We are open to your ideas as well. Children benefit when families and providers work together.

Backpacks

Please have your child bring a bag or backpack to school each day. We will be sending home notes and projects daily! (Please keep your child's personal items in their backpacks). Students need to pack a change of clothing in a plastic bag, labeled with their name, to keep on the top shelf of their locker.

Outside

We will plan on going outside everyday (weather permitting). Please send your child in appropriate "play" clothes. Coat, hats, mittens, snow pants, etc. should be LABELED with your child's name to prevent loss.

Conferences/Progress Reporting

We will schedule one fall and one spring conference for our 4-year old Little Panthers and Early Childhood Special Education. Your child will be assessed three times a year and progress reports will be sent home in the fall, winter and spring.

Progress reports will be sent home in the fall and in the spring for our 3-year old Little Panthers. Time to chat is made available on afternoons following preschool per parent request.

Special Events

We host Halloween, Christmas and Valentine parties. If you are uncomfortable with your child celebrating these holidays at school, please let your child's teacher know. We welcome parent volunteers at any time, and especially during these special events.

We begin welcoming volunteers into our classrooms in October. This allows time for our students to adjust and establish a school routine. If you are interested in volunteering, we will need to conduct a background check. We ask that volunteers sign in and out in the office.

Transportation

Transportation is not provided. Parents are asked to transport their own child and attend field trips with them. Watch for information to come home prior to each field trip.

Change of Address/Phone/Emergency Contacts

Please keep the office informed of any changes that may occur throughout the school year, such as change of address, contact information (e.g. phone, email), and emergency contacts.

Staff Screening

All staff members that are with the children will have documentation from a Criminal Record Check and/or ICHAT and/or Department of Human Services stating that he/she has not been named in a central registry case as the perpetrator of child abuse or child neglect and/or a felony involving harm or threatened harm to an individual within 10 years immediately preceding the date of hire.

Volunteer Supervision Policy

We welcome visitors to our buildings. All visitors must stop in at the office, sign-in, and receive a visitor's badge. All visitors must complete a volunteer form. Volunteer forms are available on-line at www.cppschoools.com or in the Greenridge office. The form must be completed and submitted with a state photo ID **14 days prior to attending any school function**. The form must be completed annually. You must also sign-up with your child's teacher for any event or classroom visit.


As a condition of volunteering, Comstock Park Public Schools will conduct a background check, which includes a review of sex offender registries, child abuse and criminal history records. The volunteer is responsible for the provision of this document and must show that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect before having unsupervised contact with a child in care. Volunteers are under the direct supervision of the lead teacher at all times. *Further information can be found in Board Policy 9150.

Child Care Licensing Information

The school maintains a licensing notebook of all licensing inspection reports, any special investigation reports issued and all related corrective action plans since June 16, 2014. This notebook will be available to parents for review during regular business hours. Licensing inspection and any special investigation reports from the past two years are available on the Bureau of Children & Adult Licensing website at <https://www.michigan.gov/lara/bureau-list/cclb>.

Greenridge Early Childhood Center follows the Bureau of Community and Health Systems for Child Care Licensing. These guidelines can be found [here](#). A Parent's Guide to Child Care Licensing is also available [here](#).

Typical Daily Routine (Example)

| Half Day | | Full Day | |
|---|------------------------|-------------|------------------------|
| 8:30-8:40 | Arrival/Handwashing | 8:30-8:40 | Arrival/Handwashing |
| 8:40-8:50 | Bathroom | 8:40-8:50 | Bathroom |
| 8:50-9:20 | Playground | 8:50-9:20 | Playground |
| 9:25-9:45 | Welcome and Read Aloud | 9:25-9:45 | Welcome and Read Aloud |
| 9:45-10:00 | Music and Movement | 9:45-10:00 | Music and Movement |
| 10:00-10:15 | Snack | 10:00-11:20 | Learning Centers |
| 10:15-11:20 | Learning Centers | 11:20-11:30 | Clean-up/Handwashing |
| 11:20-11:30 | Clean-up/Handwashing | 11:30-12:00 | Lunch |
|  | | 12:00-12:10 | Bathroom |
| | | 12:10-12:55 | Rest Time |
| | | 12:55-1:00 | Clean Up |
| | | 1:00-2:00 | Learning Centers |
| | | 2:00-2:15 | Clean Up/Bathroom |
| | | 2:15-2:45 | Playground |
| | | 2:45-3:15 | Whole Group Circle |
| | | 3:15-3:25 | Pack Up/Dismissal |
| | | | |
| | | | |

Food Service

Snacks will be provided by the Center and offered daily. If a child requires a special diet, the parent/guardian will be asked to provide the snack.

Field Trips

Throughout the year, students may have the opportunity to participate in school approved field trips. Students may be excluded from any field trip for safety concerns. All students must have a signed parental/guardian permission slip, before the field trip.

Notice for Grievance Procedures

If any person has a concern or question with Comstock Park Public Schools' compliance with the principles and/or regulations of (1) Title VI of the Education Amendment Act of 1972, (2) Title IX of the Education Amendment Act of 1972 (3) Section 504 of the Rehabilitation Act of 1973, he or she may contact the Superintendent's Office at the following address: 101 School St. NE, Comstock Park, MI 49321, (616) 254-5001

Most Commonly Asked Questions

Should I leave while my child is crying when I drop them off?

Yes, this will convey to your child that you are confident the teachers will take care of them while mom or dad is not here. Rest assured your child will be comforted with hugs and activities to divert their attention.

How do you handle bathroom issues?

We are your partner in potty training. We will assist the child if it is needed. It may be a great idea to talk to your child about asking one of the teachers for help. In the beginning, we will encourage all children to go to the bathroom during their exploration time but a reminder to go potty before leaving the house would be of great help.

If your child has an accident, we will assist with getting them the extra bag of clothes you have provided in their locker and get them changed. The dirty clothes will be bagged and returned to you.

The children will have access to the bathrooms at any time during the day.

Will my child get individualized attention?

Yes, we have designed several opportunities for your child to work in small group settings and individually with the teacher.

Each classroom has a teacher and an aide to ensure the quality of education for your child.

The children will be given plenty of opportunity to excel through exploration and group time activities.

How will I know about upcoming events in my child's school?

Your child will have a mailbox outside of the classroom for papers that need to go home. The support staff in each classroom will empty their mailbox at the end of the day and put the papers in your child's backpack. Please check your child's backpack everyday for things being sent home.

We will send home a newsletter and a calendar at the beginning of each month containing monthly information.

If you have any questions, please feel free to send a note, give us a call or catch us after school.

Will my child get to play outside?

Yes, each class has a designated outside time. The children will go outside everyday, weather permitting. If your child is healthy enough to be at school, they are healthy enough to go outside. Please send appropriate outdoor attire.

The children will be supervised by the classroom staff while outside.

Preschool Curriculum and Instruction

Our goal is to teach children skills that will support their future school success.

Reading Readiness

- Phonemic Awareness
- Alphabet- Letter/Sound Identification
- Concepts about Print

Social Emotional Learning

- Ability to work independently
- Ability to use the restroom independently
- Ability to express needs and wants
- Ability to follow 2-3 step directions to complete a task.
- Ability to share and take turns
- Ability to transition from play to work
- Ability to follow a routine

Motor Skills

- Pincer grasp
- Dressing skills
- Snack opening skills
- Core strength
- Drawing a person with 6+ parts
- Print first name
- Cut out a simple picture/shapes
- Connects a series of dots to make simple drawings
- Draws shapes (square, triangle, rectangle, circle, etc)
- Traces shape templates
- Builds simple block patterns
- Begin to write capital letters and numbers
- Use eating utensils (fork and spoon)
- Assemble a 4-6 piece interlocking puzzle

Math Concepts

- One to one correspondence
- Number composition 1-5
- Number identification 0-10
- Counting aloud to 10

| Technology |
|--|
| <ul style="list-style-type: none"> • Mouse and keyboard • Headphones |
| Environmental Supports |
| <ul style="list-style-type: none"> • Encourage as much independence as possible! For example, teach the kids how to check their own backpacks, turn in their own folders/papers from home. Teach kids to pack up their own backpacks at the end of the day. • Bathroom and dressing skills • Lunchtime- open own packages/milk • Practice carrying trays with two hands and going through lunch line • Spatial awareness • General manners - excuse me, please, thank you • Problem solving with peers • Cleaning up a work or play area |

| Home Activities to Promote Readiness Skills |
|---|
| Fine Motor Tasks |

- Molding and rolling play dough into balls - using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Rolling play dough into tiny balls (peas) using only finger tips.
- Using pegs or toothpicks to make designs into play dough.
- Cutting play dough with a plastic knife or with a pizza wheel.
- Tearing newspaper into strips and then crumpling them into balls.
- Scrunching up 1 sheet of newspaper in one hand. This is a super strength builder.
- Using a plant sprayer to spray plants, or melt "monsters" (Draw monster pictures with markers and the colors will run when sprayed).
- Picking up objects using large tweezers or tongs (Cheerios, small cubes, pennies).
- Shaking dice by cupping the hands together, forming an empty air space between the palms.
- Using small-sized screwdrivers like those found in an erector set.
- Lacing and sewing activities such as stringing beads, Cheerios, macaroni, etc.
- Using eye droppers to "pick up" colored water for color mixing or make artistic designs on paper.
- Rolling small balls out of tissue paper, then gluing the balls onto construction paper to form pictures or designs.
- Turning over cards, coins, checkers or buttons, without bringing them to the edge of the table.
- Making pictures using stickers.
- Cutting junk mail, particularly the kind of paper used in magazine subscription cards.
- Making fringe (snips) on the edge of a piece of construction paper..
- Cut play dough with scissors.

- Cutting straws or shredded paper.

Remember, every child has a different timetable in acquiring the fine-motor skills needed for handwriting. The more your child uses his/her fingers in activities, the sooner he/she will acquire these skills.

Reading Readiness

- Read to your child.
- Listen to your child read.
- Play games with your child.
- Help your child get a library card from the public library. Encourage your child to go to the library as often as possible.
- Go to the library with your child, help him /her pick out interesting books to read.
- Find out about activities for children that take place at the library.
- Talk to your child about subjects that are interesting to him or her.
- Listen to your child.
- Set aside a special "reading time". Let your child know that you look forward to and enjoy your time together.
- Give your child his or her own place to keep books.
- Write notes to your child.
- Help your child write letters and notes.
- Encourage your child to keep a scrapbook about a subject that interests him or her: stamps, dogs, birds, trucks, etc.
- Limit your child's television watching - select certain shows to watch. Turn the television set on for the show and turn it off after the show is over.
- Read and discuss you child's schoolwork.
- Provide materials such as crayons, art paper and paints for creative projects.
- Give your child a calendar so he/she can write down special events and mark off each day.
- Help your child make a telephone directory with the names and phone numbers of his/her friends.
- Ask your child to add a sentence or two, to letters you write to far-away relatives.
- Give your child specific duties to perform on a regular basis at home.
- Let your child help you prepare dinner.
- Subscribe to a children's magazine (in the child's name).
- Bring books for your child to read in the car while he/she waits for you to run errands.
- Look up words in the dictionary with your child.
- Encourage your child to start a collection of rocks, stamps, etc.
- Encourage your child to show his schoolwork to relatives and friends.
- WHen traveling, read road signs with your child. Discuss what they mean.
- Show your child how to use a yardstick, ruler or tape measure for measuring objects around the house.
- Provide counting experience for your child.
- Show your child how to count change.
- Give your child a special place (box, dishpan) to keep items they must take to school each morning. (This ends last-minute searching for library books, papers).
- Show your child how to tell time.

Mathematics Readiness

- Point out math in everyday life; ask "How many apple slices do you have? How about if I eat one?"
- Teach more, less, equal, and ordering to help understand numbers
- Use "math" words to describe an object (big, small, heavy, light, long, short)
- Read books that have numbers
- Point out numbers and shapes all around, such as on food labels, street signs, store windows
- Ask your child how many full spoons it will take to finish their cereal
- Go on a shape hunt our counting trip outside
- Count out loud from 1-10 (or beyond)
- Count objects one at a time
- Sort objects into groups by shape, color, or size
- Connect counting to adding
- Begin to recognize and name common shapes, including circles, squares and triangles
- Play and build with, arrange and line up objects, then identify the positions and direction of shapes, using words such as: *on, off, over, under, on top, on bottom, over, under, in front of, behind, above, below*
- *Create patterns by arranging or building with blocks, making paper chains or stringing beads, drawing or coloring*
- *Create patterns by arranging or building with blocks, making paper chains or stringing beads, drawing or coloring, etc.*
- *Begin to develop understandings of lengths of time, by having time limits set on activities - for example: "Let's color for 5 more minutes." "Everyone has 10 seconds to sit down: 10, 9, 8, 7...."*
- *Start to develop an understanding of portions of a day - after breakfast, after lunch, before nap time - and begin to understand time in larger units, such as days: yesterday, tomorrow.*

COMSTOCK PARK PUBLIC SCHOOLS 2023-2024

Early Childhood Special Education

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