



Tri County Area Schools  
3-Year-Old Preschool Handbook  
2022-2023

## INTRODUCTION TO THE PROGRAM:

The Tri County Preschool Three-Year Old Program is designed for children who are three years of age or will be three years old by September 1. Tri County Preschool is very excited and honored to work with your child and support you in getting your child off to a great start in school! We value your input and participation in the program, so please do not hesitate to contact any of us if you have any questions, praises and/or concerns. It is always best to start with the teacher if you have a question or concern, but please feel free to contact the preschool director as well.

### Location

Edgerton Building 231-937-4391

### Contact Information

Preschool Director - Kayla Pyne, 231-937-4391 x 3103

Preschool Teacher - Erica Taylor, 231-937-4391 x 3106

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## **MISSION STATEMENT**

Tri County Preschool, in partnership with the community, is dedicated to the academic, social, and personal growth of all students, so each becomes a contributing member of society.

## **BELIEFS & PHILOSOPHY OF THE TRI COUNTY PRESCHOOL PROGRAM**

Tri County Preschool provides a high-quality early education for young students. Providing students with a rich early childhood preschool experience will prepare children for future school successes. Tri County Preschool believes that all children are unique with different social and academic needs. Through developmentally appropriate experiences, children are encouraged to reach their full potential. A safe and nurturing environment that builds on self-esteem and positive social interactions is provided. Positive home/school relationships to build the home/school connections are enhanced through open communication with parents.

We believe Preschoolers are individuals with unique characteristics and interests. Tri County is building tomorrow's leaders one classroom at a time. Our program focuses on building skills for the successful transition into our four-year-old preschool classrooms and then into Kindergarten. Our beliefs are....

- \*We believe that preschoolers should have an equal opportunity to learn, based on their needs, interests, and abilities.
- \*We believe that preschoolers learn best when content is relevant to their own lives.
- \*We believe that preschoolers learn best in an environment that is warm and inviting to enable children to develop confidence, creativity, and lifelong critical thinking skills.
- \*We believe that the primary role of the teacher is to facilitate learning as a relevant, exciting process for every child.
- \*We believe that students learn through exploration of the world around them.

The educational philosophy of our preschool is based on meeting the developmental needs of the children involved with our program. To implement this, we must provide an obstacle-free path upon which children are able to perform their explorations in growth. Our teachers are receptors for signals from the child; taking cues from the child's behavior makes us more directly responsive to his/her needs. One role of the teacher is as an observer.

We believe the children profit from the opportunity to make choices. In order to facilitate meaningful choice-making, the children are given the chance to move about in an environment which offers many attractive, interesting, valid, and stimulating activities in which to participate. The children create a new person through their own individualized responses to their environment. We must be open, flexible, and always willing to experiment with the environment because as children grow, so must their surroundings.

Children need adults in their environment who respect their ability to be creative and who provide the means for them to do this. We must be consistent in our respect for a child's ability to make choices. In this way, they can develop as an independent, unique human being.

## **PRESCHOOL GOAL**

The goal of our preschool program is to encourage the development of children and prepare them for successful entry into our four-year old program and then into Kindergarten using developmentally appropriate practices in a play-based curriculum.

## **COMMUNICATION**

It is very important to continue to have open communication between the teaching staff and parents. Informal communications such as notes sent back and forth between school and home, phone calls and email are all ways the home school connection can be kept current. Phone and email messages will be checked daily. There may be some moments before and after school for a quick chat, but if that is not enough time and you would like to talk face to face, please feel free to ask to schedule a meeting so we can get together. Wednesdays are often a very good time to have special meetings since we do not have children in class. In addition, a weekly newsletter will be sent home to keep you informed of what we will be doing that week in preschool. You can also review our lesson plan for the week as they are posted in the classroom. A progress report will be sent home in November and in the spring, we will conduct parent/teacher conferences in the spring to talk about the progress your child has made.

## **CURRICULUM AND ASSESSMENT**

The philosophy behind our curriculum is play and interaction with the environment. Young children learn best by doing, expressing individual interests and discovering. Play provides the foundation for learning. The activities we plan, the way we organize the environment, select toys and materials, and plan the daily schedule, are designed to accomplish the goals of our curriculum. The curriculum we use is called "Creative Curriculum".

## **DEVELOPMENT SCREENINGS**

Ages and Stages is a developmental screening tool that is evidenced based. It is an age specific survey that utilizes playtime to help parents and caregivers encourage both healthy development of their child as well as identify any potential developmental delays.

How the ASQ works:

Asks simple questions about your child's development.

Only takes 10-15 minutes to complete and materials are available in English and Spanish.

## **PRESCHOOL ADMISSION**

Children who are three years of age by September 1 may apply for a three-year-old preschool program. Admission requirements and enrollment procedures are as follows:

- A. A child must be three (3) years of age by September 1.
- B. Families must apply by completing a confidential application (Joint Recruitment Application for Montcalm County) indicating qualifying characteristics that may place the child at risk of becoming educationally disadvantaged. 8Cap will then process the Joint Recruitment Application to determine if the child is potentially eligible for the Head Start program or if that child will be in a tuition-based program.
- C. Enrollment will be open to any children in the district/county without regard to race or religion.
- D. Each student shall meet minimum health standards for admission. This includes:

- \*Immunizations on file at the time school starts
  - \*A physical health form  
(Students have 30 days from the first day of school to complete the health assessment requirement which needs to be completed by a Physician.)
  - \**Students not meeting these requirements will be excluded from the program.*
- E. Each student must also have on file, a copy of their original birth certificate. Additional forms include:
- \*preschool application
  - \*Tri County Area Schools registration form
  - \*child emergency card
  - \*health form
  - \*CACFP/food service forms
  - \*child abuse/neglect statement
  - \*licensing notebook statement
  - \*release of information form
  - \*permission form
  - \*parent involvement form
  - \*volunteer background clearance
  - \*ASQ developmental screen
  - \*household income verification (used to determine tuition)
- F. Classes are filled on a first come first serve basis.
- G. Parents whose children have been selected to attend the program will receive notification by email or phone call. An enrollment meeting will occur prior to final admission.
- H. If the classes are full when a parent submits an application, the child's name will be placed on a waiting list. As vacancies occur, they will be filled from the waiting list.

### **SCHOOL SCHEDULE**

The Tri County three (3) year old preschool program runs two days a week for 3 hours and follows the same calendar as your school district's master calendar. When schools are closed for the holidays, breaks, scheduled non-attendance days, weather related delays/closings, the Tri County Preschool program will be closed as well. A detailed listing of those dates will be provided on a school year calendar at the beginning of the school year. This program is also a self-transport preschool program. Bussing is not available for the three-year-olds.

### **DAILY SCHEDULE**

#### **THREE-YEAR-OLD PRESCHOOL DAILY SCHEDULE (SAMPLE)**

- 9:00-9:15: Arrival & Tabletop Activities/Manipulatives
- 9:15-9:30: Whole Group
- 9:30-9:45: Small Group
- 9:45-10:00: Whole Group
- 10:00-10:15: Snack Time
- 10:15-11:15: Plan Time, Choice Time, Recall Time
- 11:15-11:45: Outside
- 11:45-12:00: Prepare for home, Dismissal

\*\*\*Please note: This is a sample schedule of the daily routine. Each classroom's schedule may vary. A specific schedule to each classroom is posted on the parent board for parents to review. Each classroom will also have the weekly lesson plans posted on the parent board.

### **CLASSROOM OPERATION**

Classrooms are divided into different Learning Centers. Most rooms are equipped or have access to the following:

- \* Large Muscle Center/Playground - Here I learn:
  - \*Self-confidence as I develop new skills
  - \*Physical strength, coordination and balance
  - \*To use my imagination
  - \*To cooperate with others when involved in some dramatic play
  - \*To solve problems
  - \*To use my energy in a constructive way
  - \*To negotiate and take turns
- \* Small Manipulative Center/Small Group/Blocks - Here I learn:
  - \*About the relationships of parts to the whole
  - \*Eye-hand coordination
  - \*Concepts of shape, size, color, and location
  - \*Vocabulary related to the subject of the puzzle
  - \*Problem solving based on clues of the puzzle
  - \*About negative and positive space, seeing something against its background-  
math and reading concepts
  - \*Self-confidence as I learn how to do more difficult puzzles
  - \*Independence as I use the materials without help
  - \*Sorting, as I group "sets" of puzzle pieces belonging to different puzzles
  - \*Numerical concepts of more, less, long, and short
  - \*Logical reasoning
  - \*Create and reproduce patterns
  - \*To cooperate with others
  - \*To exercise imagination
  - \*To create and repeat patterns
- \* Sand/Water/Sensory Tables - Here I learn:
  - \*To exercise my imagination
  - \*Concepts of size, shape, volume, empty, and full
  - \*How to use tools
  - \*To solve problems
  - \*Concepts of warm, cool, wet, damp, dry, heavy, and light
  - \*How to play socially with others
  - \*To create systems for classifying, ordering, and arranging skills which are later  
used in math
  - \*To create my own patterns and symbols, skills which are later used in reading and  
writing
  - \*To observe changes

\*Books and Literacy Center - Here I am:

- \*Building language skills
- \*Developing creative thinking skills - expanding the imagination
- \*Developing a lifelong curiosity and love of learning
- \*Expanding an understanding of the world
- \*Recognizing print
- \*Hearing and using new words - expanding vocabulary
- \*Connecting sounds to letters
- \*Learning more complex sentence structure
- \*Talking, conversing, asking questions
- \*Using memory skills
- \*Using listening skills
- \*Learning about emotions
- \*Developing an understanding of other cultures and ways of life
- \*Developing an understanding of specific concepts...abc's, shapes, colors, numbers, rhyming, rhythm, etc...
- \*Learning to love reading and becoming a life-long reader

\*Dramatic Play Center - Here I learn:

- \*To express myself in sentences
- \*To try on different roles
- \*To solve problems socially through negotiation with friends
- \*To sort and organize playthings
- \*To make decisions
- \*To improvise and use things in a symbolic way to represent something else.  
A form of abstract thinking
- \*To carry out my ideas with the cooperation of others
- \*To exercise my imagination and creativity

\*Science Center - Here I am learning:

- \*About nutrition, different tastes, and food groups
- \*How hot and cold temperatures change things
- \*Concepts of volume and measurement
- \*New vocabulary related to the experience
- \*Part-whole relationships, which are basic math concepts
- \*An awareness of my own and other cultures
- \*Concepts of texture, color, weight, size, etc....
- \*Observe likenesses and differences
- \*Appreciate nature and develop a sense of curiosity about the world.

\*Creative Art Center - Here I learn:

- \*To exercise my imagination
- \*Concepts of shape, size, location, and design-relevant to learning to read
- \*About things that have different textures
- \*How to create patterns and designs - math skill
- \*Eye-hand coordination
- \*To express myself without words
- \*That my ideas have value
- \*Concepts of symmetry balance and design
- \*An acceptable way to make a mess
- \*How to mix colors and form new ones
- \*To control the small muscles of my hand

### **CLASSROOM EXCLUSIONS**

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

### **MEALS & NUTRITION**

Our students will be provided a nutritious snack at school every day that is provided from the Tri County Area School food service program. Snack time is a learning opportunity for children with teachers. Please refrain from sending in food substitutions as this can interfere with the learning process. All snacks are served as family style meals that include students and teaching staff. Foods served should reflect the home and community cultures and be high in nutrient and low in fat, sugar, and salt. All children should eat the same foods unless there is documented allergy or special need for individualization. All snacks must occur in the licensed space and must occur in the classroom. Adults in the classroom sit at the table, eat the same foods children do, and participate in child-initiated conversation. All snacks must be delivered family-style, supporting children to do things for themselves.

Family style snacks are part of the curriculum. Decisions regarding meal service should not be made based on ease and efficiency for adults. Snack times provide daily opportunities to demonstrate the program philosophy in a visible way through the practice of participatory learning and authentic conversations that build relationships between children and adults. The document describes quality features of family style meals, where adults and children eat together in the classroom.

\*Staff will plan enough time for snacks. When children assist with set-up, passing and clean-up, it is expected that snacks will take 15-20 minutes.

\*Teachers will assure that there is enough food following the CACFP meal pattern. A sufficient amount of food will be available to provide the full required portions of each of the food components for all children, and to accommodate adults.

\*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. Teachers will 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. Real food service materials will be used to set up "meal" provisions in the house area, water table, and sand table so that children can practice.



\*Snacks will 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 will have enough space at the table for serving, passing and eating comfortably.

\*Serving utensils will be 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 motor and concept development. Small pitchers with handles and pouring spouts will be used for serving beverages. Bowls with wide lips are most easily handled by young children. Plastic serving bowls are light-weight and don't conduct heat.

\*Plates, bowls, glasses, cups and eating utensils will be child sized.

\*A gallon ice-cream container or sand-pail, along with cleaning cloths, will be used as they make fine clean-up material for child use.

\*Children will assist to prepare for snack by assisting with washing and setting tables.

\*At the beginning of snack, children will 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 the snack item, modeling with action and words as they serve themselves. For example, "Today we have bagels and cream cheese. I am taking one bagel and one cream cheese and then I'll pass them to my friend Tammy. Tammy, here you go!" 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, so their fingers don't touch the food. Adults model how to pour and scoop using the appropriate utensils. Adults model conventional table manners, such as waiting for turns, passing food, and saying "please" and "thank you".

\*Children are offered each snack component and make their own food choices based on individual appetites and preferences.

\*Rather than acting as servers, teachers will sit at the tables with children through the snack, unless more food is needed.

\*Everyone serves themselves. Children are encouraged to take a portion of the snack. 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.

\*Adults participate in child-initiated conversation.

\*Children help clean-up by clearing their plates at the table, disposing of their leftovers, washing the table, and pushing in their own chair.

Your Tri County Preschool program participates in the Child and Adult Food Care Program and snacks are served in accordance with their standards. Menus with noted food substitutions will be posted on the parent board in the classroom. Either situation prohibits you from being charged for food for your child.

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write, USDA, Office of Civil Rights, 1400 Independent Ave, SW, Washington D. C., 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

### **CONFIDENTIALITY POLICY**

Parents can be assured that all information regarding children and families is kept in the strictest confidence. Sometimes it is helpful to share information with other people that might be working with your child or family. Staff members are only able to share information with those entities you have indicated on the "Authorization to Disclose Information" form. Licensing and the Tri County Area School District have access to all licensing required child records.

The following information will be kept as documentation of enrollment in the program file:

1. Collaborative preschool application
2. Legal birth certificate
3. Immunization record
4. Health appraisal
5. Progress reports
6. Income verification
7. Parent involvement forms
8. Volunteer statement
9. Authorization to Release Confidential Information

Parents/guardians can request to see file at any time.

### **SPECIAL EDUCATION SUPPORTS**

Tri County Preschool has access to a team of professionals that could provide services to children if they are eligible for special education. Some of the services include support by the speech therapist to help develop children's language, speech, and understanding of words; the occupational therapist supports fine motor development and the coordination of the eyes and hands together; the physical therapist supports how a child moves his body and coordinates his large muscle development and the school psychologist helps support overall learning and behavior along with the school social worker.

Teachers in the preschool classroom do a screening when children start the program and keep notes and data on an on-going basis to assess how your child is developing and progressing with respect to the widely held expectations for his age. At any point in time, staff may want to consult with you regarding getting support from the special education team. Teachers would bring their concern to you and you would then need to give verbal permission for the teacher to talk with the team member and invite them in for an observation in the classroom or to talk with you about your concerns as well. Following the observant/consultation, special education staff will make a recommendation to proceed with an assessment and/or attempt to implement some strategies in the classroom to see if these supports were enough to facilitate your child's learning and development. With either one of these options, your written consent would be required prior to any formal assessment and/or interventions could take place.

We are very fortunate to have these services available to us as the research clearly suggests that the earlier interventions are put into place the better the outcomes are for children. Please do not hesitate to ask your teacher, if you have any questions about special education supports and services.

For children who have an Individualized Educational Plan (IEP), services should be coordinated with the classroom teaching staff. It is in the best interest of the child, if the special education staff, and the preschool teaching teams work together to provide the optimal intervention for the child. Special education staff can meet with the preschool teaching staff during their planning time to assure they know how to embed the child's unique goals and interventions into their daily routine and classroom program. Removing the child from the classroom is not always in the best interest of the child and will be avoided as best as possible.

**FEE POLICY**

The Tri County three-year old preschool program is a tuition-based program. The tuition is \$10-\$20 per scheduled preschool  $\frac{1}{2}$  day and is based on the household income level. Tuition is expected even when child is not in school due to illness and/or vacation.

Tuition level will be determined at the final enrollment meeting when household income is verified. A tuition payment schedule will be sent home at the beginning of the school year and tuition is to be paid monthly at the beginning of each month. A reminder note will be sent home a week prior to the payment due date. If payment is late, and there is a waiting list for enrollment, your child could be removed from the program.

Household Income Levels	101%-150% poverty level	151%-200% poverty level	200% & above Poverty level
Tuition Rates per $\frac{1}{2}$ day	\$10 per $\frac{1}{2}$ day	\$15 per $\frac{1}{2}$ day	\$20 per $\frac{1}{2}$ day

**ATTENDANCE POLICY**

We believe that preschool is extremely important for your child's later school success. We understand that circumstances arise where your child may not be at school. Please call or email if your child is going to be absent. You may call the classroom and leave a message or contact the school office. These important phone numbers are found in the front of this handbook. Classes typically start mid-September and finish mid-May. A school year calendar will be handed out at the beginning of the year.

**WITHDRAWAL POLICY**

If you must withdraw your child from school, please let us know as soon as possible so we can fill the spot with a child from our waiting list. If your child is absent for more than 10 consecutive days, an email, a letter, or phone call will be made asking if you intend to continue in the program. If we do not hear from you within the time stated, your child will be dropped from the program and another child on the waiting list will be enrolled.

### **CHILD INFORMATION/EMERGENCY CARD**

You will be filling out an emergency card for your child which contains important information for contacting you if there is an emergency. It is the responsibility of the parent or guardian to keep staff informed of changes in address, phone numbers, employment or people able to pick up your child.

### **TRANSPORTATION**

Bus transportation is not offered for the three-year old preschool program. It will be necessary for parents to drop-off and pick-up children in the three-year old program.

### **DROP-OFF PROCEDURES**

Children in the preschool programs must be brought into the building by the adult bringing them to school. **All children must be signed in and out on the form provided by your child's teacher.** Do not sign your child out until you are actually taking your child home. Be sure to write your first and last initials. The teacher or teacher assistant will greet the parent and child upon arrival. Do not leave until you have been greeted by the teacher or teacher assistant. If the child appears to be ill, they will not be allowed to stay.

### **PICK-UP PROCEDURES**

Children attending Tri County Preschool must be signed out by an adult before leaving. Remember you must sign your child in and out of the classroom on the form provided by the teaching staff.

Parents, relatives, and friends who are on your child's emergency card, but whom the staff do not recognize, will be asked for identification in order to ensure that each child remains safe while in our care. Children will not be allowed to leave with anyone but their parent or legal guardian without written notification given to the child's teacher. Remember, your child will only be permitted to leave with those persons listed on the emergency card and who are at least 16 years old. If a parent appears to be under the influence of drugs or alcohol when picking up a student, the police will be contacted immediately.

Being on time when picking up your child is important for your child and the staff in the program. If children are not picked up at the end of the class, the parent and, if necessary, the emergency person on their card, will be contacted. If no one can be reached, the Children's Protective Services will be contacted.

### **HEALTH CARE PLAN**

### **HANDLING BODILY FLUIDS/UNIVERSAL PRECAUTIONS**

The program shall use precautions when handling potential exposure to blood, including blood-containing body fluids and tissue discharges, and when handling other potentially infectious fluids. The Occupational Safety and Health Administration (OSHA) has model exposure plan materials for use by childcare centers available from regional OSHA offices. See R 400.5102a blood-borne pathogen training requirement.

Procedures for handling bodily fluids:

- \*Staff will assure that all students are kept out of the area where bodily fluids are located.
- \*Staff will call maintenance personnel that have been trained in clean up to disinfect the contaminated area.
- \*Staff will wear protective gloves to help assist the child and with cleaning any child that may have been exposed to the bodily fluid.

### **CLEANING AND SANITIZING OF EQUIPMENT AND SURFACES**

It is important for a healthy environment. Tables must be done before and after food preparation and eating.

The following steps are to be followed for cleaning and sanitizing:

- \*Wash the surface or article vigorously with warm water and detergent.
- \*Rinse the surface with clean water.
- \*Submerge, wipe, or spray the surface or the article with a sanitizing solution.
- \*Let the article or surface air dry.

Example of sanitizing solutions include but are not limited to:

- \*Water and non-scented chlorine bleach solution with a concentration of bleach between 50-200 parts per million (1 tablespoon per gallon of water). Test strips must be used to check the concentration and are available from most food service suppliers.
- \*Commercial sanitizers specified on the label to be safe for food contact surfaces and used according to the manufacturer's directions.

### **HAND WASHING PROCEDURES - CHILDREN**

When to wash hands:

- \*After using the bathroom
- \*After sneezing, coughing, blowing their nose, or using tissue
- \*After handling garbage, animals or pets
- \*After touching an open sore, cut, boil, or pimple
- \*Before handling food

How to wash hands:

- \*Wet hands with warm water, then apply soap
- \*Have child rub hands together under the water for at least 20 seconds.  
Tip: Try having them sing Happy Birthday or the ABCs while scrubbing.
- \*Rinse hands under warm water
- \*Dry hands with disposable paper towel

### **HAND WASHING PROCEDURES - ADULTS**

When to wash hands:

- \*Before starting work
- \*Before putting on food service gloves, and then again when changing them
- \*After handling cleaning supplies
- \*After eating, drinking, or taking a break
- \*After handling poultry, raw meat, fish, or shell eggs
- \*After using the restroom or helping a child in the restroom
- \*After sneezing, coughing, blowing their nose, or using a tissue

### **HAND WASHING CONT.**

- \*After handling garbage, animals or animal cages
- \*After handling money
- \*After touching an open sore, cut, boil, or pimple
- \*Before handling food or medication

### **PROPER LABELING AND STORAGE OF FOOD ITEMS**

All food items must be stored in original containers showing expiration date and must be disposed of prior to the date of expiration.

### **MEDICINES**

Children attending Tri County Preschool will be administered medications that are prescribed by a physician (this includes epi-pens and inhalers) during the school day if necessary. If prescription medicine is to be administered to a child at school, the parent must complete the medical form to be completed by the physician and provide storage instructions (refrigeration required, etc.). The bottle must have the original prescription label and show the prescription number, name of doctor, and how many times per day the medication is to be given. Preschool staff will treat minor cuts and bruises by washing the injury and applying a cold pack and/or band-aid. Parents are notified of minor injuries with a written report, by phone, or in person. Non-medication topical such as sunscreen and bug spray will not be administered during the school day. If there is a field trip one of the medications may be necessary and then a separate permission form will be secured. The names of all children who have permission to use these items will be placed on the bottle. Medication may be kept in the classroom if necessary and transported by the teacher to various places the child goes if necessary or it may be kept in the school office.

### **ILLNESS**

Attendance is very important to us; however, we are also very concerned about the spread of illness. We serve many children, and when germs are brought into the classroom, they spread quickly. No child or staff will be permitted to attend if acutely ill and/or has a fever, severe cough, diarrhea, or rash. Some diseases will require your child to be excluded from school until a release is written by a doctor. If your child is displaying any of the following symptoms, he or she should not attend:

- \*Fever (temperature of 110 degrees or higher or even less when the child feels ill)
  - until temperature returns to normal and fever free for 24 hours with no medication
- \*Earache - until seen by doctor
- \*Rash - until the cause is determined and it is not contagious
- \*Sore throat - until throat loses redness
- \*Watery or red eyes - until eyes clear
- \*Any draining sore - until draining stops
- \*Upset stomach the night before or prior to arrival time
- \*Chest cough - until coughing stops
- \*Diarrhea or vomiting within the last 24 hours

Parents should exercise every precaution and keep their child home should other unusual symptoms occur. If a child is sick throughout the night, please keep them home to rest. Thank you for your cooperation in keeping our children healthy.

If your child contracts a communicable disease, please notify us as soon as possible. Parents of other children will be alerted to exposure to the disease. Your privacy is assured. If a child becomes ill during class, the parents will be contacted with the request to take their child home. If you cannot be reached, we will call the person you have given us to notify in case of emergency.

<b>Disease/Illness Symptoms</b>	<b>When a child may return</b>
Fever 100 degrees or above	Fever free for 24 hours without fever reducing medication
Vomiting	24 hours symptom free
Diarrhea (giardia, salmonella, shingella, viral)	When stools are formed and symptom free for 24 hours
Nasal discharge (yellow or green mucous)	Discharge is not thick yellow or green and/or if the child has been on antibiotic for 24 hours
Chicken Pox	After all skin lesions have dried
Mumps	After swelling is gone (About 9 days)
Strep Throat	After 24 hours of antibiotic treatment
Measles or German Measles	Not earlier than 4 days after onset of rash
Pink eye or Conjunctivitis (Bacterial, viral, or allergic)	When eyes are mucous free or on medication for 24 hours
Hepatitis A	With physician's clearance
Impetigo	With physician's clearance, after medication for 24 hours and infected parts covered
Ringworm or Pin worms	After 24 hours of physician prescribed treatment of ringworm infected area should be covered
Scabies	After 24 hour of physician prescribed treatment
Unidentified Rash	With physician's clearance (need to provide note from physician)
Meningitis	With physician's clearance
Influenza	With physician's clearance or fever free without fever reducing medication for 24 hours
Roseola	After rash clears
Hand, foot, and mouth	When lesions heal and drooling ceases
Croup	After free of viral infection and child is no longer having difficulty breathing

### **HEAD LICE**

The following policy is in place regarding students attending school with head lice:

Students who have head lice or eggs will not attend school until:

- \*The child has been properly treated
- \*The head is completely clear of all eggs
- \*The child has been checked by a staff member prior to coming back to school

## **ACCIDENT, EMERGENCIES PROCEDURES & INCIDENTS**

In the event of a medical emergency or an accident, the parents and physician of the child will be contacted. If we are unable to make contact and emergency treatment is required, the child will be taken to the hospital specified on your emergency card. Your authorization for the center to contact your family physician and to take emergency medical measures deemed necessary is part of this agreement.

### **PLAN FOR MINOR INJURIES (BUMPS, BRUISES OR MINOR CUTS)**

1. Staff person should put on disposable gloves.
2. Wash infected area with cool clear water if needed.
3. Cover area with bandage if necessary.
4. Complete accident report, have center director/teacher sign and copy. Keep the original copy of the report in the center file and send copy home to parents.

### **ACCIDENT, SERIOUS INJURY, OR ILLNESS**

Definition of emergency: Where one or many are sick or injured. Immediate concern is to aid the injured or sick student.

Steps of action:

1. Administer first aid
2. Contact 911 and the building office
3. Office will contact parents or guardians
4. Review student's emergency card for special medical conditions; inform emergency services if appropriate
5. Do not move severely injured person, or give medication without doctor's order
6. If victim is unconscious or incapable of making rational decisions an ambulance will be summoned and the victim will be transported to the hospital

All serious accidents or injuries must be reported immediately to the center director or principal. The center director or administrator will report the incident to Child Care Licensing.

### **INCIDENTS**

An incident includes, but is not limited to, the following: - A child is lost or left unsupervised. - Alleged sexual contact between children or a child and a staff member or volunteer. - Physical discipline of a child by a staff member or a volunteer. In any incident that may occur parent contact will be made by the program director and lead teacher within 24 hours of incident report. Every attempt to communicate with the parent as soon as possible must be documented in the incident report form.

### **PHYSICAL, IMMUNIZATIONS & BIRTH CERTIFICATE**

The Tri County Preschool may not accept your child into the program unless they have had the minimum immunizations completed by the first day of attendance. If parent has chosen not to have their child immunized, they must contact the local county health department for an immunization waiver form. A certified copy of your child's birth certificate is required. Students must have a current physical health form, completed by a physician, and birth certificate on file in order to attend preschool. Students not meeting these requirements will be excluded from the program.



## IMMUNIZATIONS REQUIREMENTS

Following is a list of immunizations required by the State of Michigan.

4 doses	DPT
4 doses	Pneumococcal Conjugate
3 doses	Polio
1 dose	MMR (after 12 month of age)
1 dose	Hib (after 15 months of age, before 5 years of age)
1 dose	Varicella (Chicken Pox)
3 doses	Hep B

A child admitted to a school or preschool program with only the minimum immunization requirements must show progress towards receiving the remaining doses. A waiver form can be obtained for medical and other reasons at the County Health Department. Students with a waiver will be excluded from our program if they become exposed to the waived immunization disease. The following vaccine doses are required for continued attendance:

**4 or 5 doses of DPT.** The first 3 doses should be properly spaced. The 4<sup>th</sup> dose must be given a minimum of 6 months after the 3<sup>rd</sup> dose. If the 4<sup>th</sup> dose is given within 6 months of the 3<sup>rd</sup> dose, an additional dose is required.

**4 doses of Pneumococcal Conjugate**

**4 doses of OPV/IPV.** The first 2 doses should be properly spaced. The 3<sup>rd</sup> dose must be given a minimum of 6 months after the 2<sup>nd</sup> dose. If the 3<sup>rd</sup> dose is given before the required 6-month spacing has elapsed, an additional dose is required.

**1 dose of MMR** Repeat if given prior to the child's first birthday. (Any combination of single or multiple antigen vaccines containing measles plus rubella plus mumps is acceptable in lieu of a dose of MMR.)

**1 dose of Hib or series of 3**

**1 dose of varicella (chicken pox)**

**3 doses of Hep B**

## INCLEMENT WEATHER AND/OR OTHER EMERGENCIES

If severe weather were to arise, your child's safety is the first consideration. The following is the policy for bad weather conditions:

**Fire** - Fire evacuation plans will be posted and practiced at least 2 times per year with each classroom.

**Tornado Watch** - Person eligible to pick up your child may do so.

**Tornado Warning** - For the children's and the staff's safety the programs request that parent's not come during a tornado warning to pick up their child. If parents come during a tornado warning they are welcome to stay with their child until the warning has expired.

**Snow Days** - If Tri County Area Schools is closed because of snow, the preschool will also be closed. Please listen to local media stations for information on Tri County Area Schools.

**2-Hour Delays** - If there is a 2-hour delay in your school district, your child's AM preschool class will be canceled. Please listen to local media stations for information on Tri County Area Schools.

## **CLOTHING**

Because of the wide range of activities, it is recommended that children be dressed in washable, comfortable clothing, since some clothing does become soiled from play or art activities. Paint shirts are provided by the classroom for art and water activities.

Please remember that children are taken out **outdoors** daily (weather permitting) and should be dressed accordingly. All clothing should be labeled with your child's name. Children should be brought to school only if they will be permitted to take part in outdoor play. Outdoor play will occur daily at the discretion of the teacher.

## **EXTRA CLOTHING**

Water activities, sand play, and occasional bathroom accidents necessitate that an extra change of clothing be kept at school at all times. In case of an accident, please bring a change of clothing in a zip lock bag with your child's name on the bag. If wet or dirty clothing is sent home, please return a clean, extra set of clothes the next day your child attends.

## **BIRTHDAYS & SPECIAL OCCASIONS**

Parents are welcome to send a treat to share with the class on birthdays or special occasions. Please make treats as nutritional as possible (i.e., crackers, popcorn, muffins, fresh fruit, bagels, pretzels, juice, vegetables, cheese cubes, cheese slices or string cheese, sandwiches). Use your imagination and have fun.

## **PERSONAL BELONGINGS**

Please do not send toys, candy, gum, sharp objects, play guns/weapons, medications, or money to the classroom.

## **PARENT/TEACHER CONFERENCES**

A progress report will be sent home in November. If you have any questions, you can ask your child's teacher at that time. A scheduled parent/teacher conference will occur in the spring to discuss your child's progress and what steps to take for the next school year. At any time during the school year, if you have any questions about anything please contact your child's teacher.

## **VOLUNTEERING & PARENT INVOLVEMENT**

We need you.... your hands and your hearts! This is the beginning of your involvement in your child's education. Research shows children whose parents are involved in school activities do better in school. Children love to have mom, dad, and grandparents come to school. There are many opportunities for you to engage, participate and be involved in your child's education. If you have a special interest or talent that you would like to share with the children, we would love to know about it; we are always looking for helpers in classroom if you want to volunteer a couple hours a week; families willing to help collect items that we may need in the classroom and/or to help us make some items for the children to use in the classroom is also very much appreciated.

All classroom volunteers may be supervised or unsupervised by a school staff member. The center/office will have evidence on file that each volunteer who has contact with children at least 4 hours per week, or more than two consecutive weeks, is free from communicable tuberculosis, verified within one year before volunteering; physically capable of performing the duties by having

a physical examination verified within one year before or 30 days after volunteering. All classroom volunteers must have completed ICHAT forms and a DHS Central Registry Clearance Form on file before they can enter a classroom as a volunteer.

All volunteers attending field trips will be required to have a completed ICHAT and a DHS Central Registry Clearance Form on file prior to volunteering for a field trip as there may be times that the volunteer is not going to be directly supervised by school staff. This applies to grandparents and other important people that may wish to participate in a child's educational experiences.

### **CULTURAL COMPETENCY**

Tri County Preschool values and respects the traditions, beliefs, customs and history that each and every family brings to the classroom. We try to reflect the culture of the family and the community in the classroom setting and welcome you to share interests and/or artifacts that you have at home with us.

### **FIELD TRIPS**

Field trips and nature walks are considered an important part of the educational program and may be taken periodically to nearby places. The center will provide the same adequate, responsible adult supervision for these excursions as is provided for children while in attendance at the center. Permission for your child to participate in such excursions is required via the permission form secured at the time of enrollment. Field trips may be 'walking' trips or trips requiring school transportation. You will be notified of any field trips planned prior to the trip through the classroom newsletter and the parent board located in the classroom.

### **PHOTOGRAPHS AND PUBLICITY**

Photographs of the children participating in the Tri County Preschool program may be taken from time to time to appear in newspapers, magazines, brochures, or other publicity materials. Your permission on the photo release form allows us to use your child's and/or family member's photo or video only for purposes you indicate on the form. You will not be compensated for any images used. If you do not want your child's picture taken, please indicate in writing on the photo release form that "you do not want your child's picture used for any of these purposes".

### **CONFLICT RESOLUTION POLICY**

It is the policy of Tri County Preschool to try and resolve all matters in a calm and professional manner. For the most part, conflicts and areas of concern that arise in the program will be dealt with in a one-on-one basis. Verbal strategies as well as picture cues might be used to help children through the process. The following procedures will be followed in most incidents:

1. Your child will be responded to in a calm, verbal manner. They will be asked to state what the problem is, or the teacher will communicate to the child what the problem is.
2. Your child will be asked what he or she can do to resolve the problem.
3. The child may be given choice, if they are unable to come up with any ways to solve the problem.
4. In a conflict involving more than one child, all parties will discuss the problem and work together to come up with a reasonable solution.
5. If it is an isolated incident, then only the child involved in the incident and the classroom teacher will work to resolve the problem together.

6. When this approach does not work, your child may be asked or reminded what it is they need to do. If the child does not respond in an appropriate manner, then they will be given a choice. For example, "You may choose to sit at this table or go to the block area". Taking a time-out to calm down may be one of the choices. Time outs will not be longer than one minute per age of child.
7. Children are expected to respect each other's bodies, feelings, and possessions. If at any time, we feel a child is being harmful or destructive, to themselves or others, then they will be **immediately** removed from the situation until the situation can be dealt with in a positive and calm manner. At no time will a child be allowed to hurt themselves, others or property.
8. Please understand that each situation is different, as is each child, and although we have a discipline policy the policy often needs to be adjusted to fit the situation and the child.
9. If the problem cannot be resolved or continues on a regular basis, parents will be notified by the classroom teacher.
10. 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, snack, rest, or necessary toilet use.
  - (e) Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

### **SUSPECTED ABUSE OR NEGLECT**

The State of Michigan requires that all members of licensed institutions be on the lookout for, and report to the State, all cases of suspected abuse or neglect of a child. The staff and other professionals who provide services to Tri County Preschool are therefore, obligated by law, to report any suspected cases of child abuse and/or neglect.

### **PARENT CONCERNS/GRIEVANCE PROCEDURES**

If at any time you feel your child's needs are not being met, program expectations are not being fulfilled, or you have other concerns, we want to know.

1. Contact your child's teacher and request a conference. Discuss with the teacher your concerns and expectations. Work with your teacher to help your child have a successful preschool experience.
2. Contact the preschool director to find a resolution to the circumstance.
3. If you do not feel your child's teacher has been able to find a resolution to your concern, please feel free to contact the building administrator.

### **OUTDOOR PLAY AREA**

There is an outdoor play area between the Edgerton Building and the Edgerton Gym that is fenced in. Ensley Park in Howard City, MI may also be used as another outdoor play area due to its extremely close proximity to the Edgerton Building.

## **INTEGRATED PEST MANAGEMENT**

Pesticide application may occur at the Edgerton Early Childhood Center and building premises. Advance notice will be given at least 48 hours prior to the application of pesticides. Prior to application of pesticides, parents will be notified by posting a notice at entrance doors. Additionally, parents will be notified by note of communication that pesticide application will take place.

## **ANTI-BULLYING POLICY**

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. Bullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter or motivating animus. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivations for such impermissible behavior. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, coaches, parents, guests, contractors, vendors, and volunteers is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. To view our complete policy regarding bullying, please refer to our Board Policy, 5517 & 5517.01, which is available on our website, [www.tricountyschools.com](http://www.tricountyschools.com). Demonstration of appropriate behavior, treating other with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it is determined to interfere with the school environment.

## **NOTIFICATION**

Notice of this policy will be annually circulated to and posted in conspicuous location in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure. Parents/Guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any formal complaint. The results of the investigation to the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

## **IMPLEMENTATION**

The Superintendent is responsible to implement this policy, and may develop further guideline, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objective of the school program.

## **PROCEDURE**

Any student who believes he/she has been or is the victim of bullying, hazing or other aggressive behavior should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a staff member or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report. The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made. If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents/guardians, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials. The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a completed report to the Board on an annual basis.

## **NON-RETALIATION/FALSE REPORTS**

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegation of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior. Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

## **SEXUAL HARASSMENT**

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972 and the Michigan Elliott-Larsen civil Rights Act. Sexual harassment is a form of sexual discrimination. As sexual harassment is unacceptable to this school district, it is against the policy of this school district for any administrator, employee, independent contractor or volunteer (subsequently "Employee"), male or female, to sexually harass another employee, student or volunteer. The complaint procedure is available in the principal's office, superintendent's office, and/or guidance office.

#### **STATEMENT OF NON-DISCRIMINATION**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Tri County Schools are hereby notified that the institution does not discriminate on the basis of religion, race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs, activities or policies. Any person having inquiries concerning the Tri County Schools' compliance with the regulations implementing Title VI, Title IX or Section 504 is directed to contact:

Mr. Allen Cumings  
Tri County Area Schools  
94 Cherry St.  
Sand Lake, MI 49343

Discriminatory harassment of any form is unacceptable to this school district and subject to disciplinary action.

#### **DRUG FREE CAMPUS**

The Tri County Area School District is a smoke free and drug free campus. The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. Our school district clearly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as any part of any of its activities.

In an effort to keep the schools and district premises free of drugs, school authorities may use specially trained dogs to sniff out and alert staff to the presence of illegal controlled substances in school lockers and in student's vehicles parked on district premises. Discipline sanctions (consistent with local, state, and Federal law), up to and including expulsion and referral for prosecution will be imposed on students who violate the standards of conduct. A description of those sanctions is listed under Student Discipline Code of Conduct.

#### **NOTIFICATION OF RIGHTS UNDER FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Tri county Area Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decided not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligibly student when notified of the right to a hearing.
3. The right to consent, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
  - Family Policy Compliance Office
  - U.S. Department of Education
  - 600 Independence Ave, S.W.
  - Washington D.C. 20202-4605

## **EDUCATIONAL MATERIAL FOR PARENTS AND STUDENTS (CONTENT MEETS MDCH REQUIREMENTS)**

### **WHAT IS A CONCUSSION?**

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning, or a sudden stopping and starting of the head. Even a "ding," "getting your bell rung", or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven't been knocked out.

You can't see a concussion. Signs and symptoms of concussions can show up right after injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A



student who may have had a concussion should not return to play on the day of the injury until a health care professional says they are okay to return to play.

#### IF YOU SUSPECT A CONCUSSION

1. **SEEK MEDICAL ATTENTION RIGHT AWAY** - A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don't hide it, report it. Ignoring symptoms and trying to 'tough it out' often makes it worse.
2. **KEEP YOUR STUDENT OUT OF PLAY** - Concussions take time to heal. Don't let the student return to play the day of injury and until a health care professional says it's okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. It can be fatal. It is better to miss one game than the whole season.
3. **TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** - Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

#### SIGNS OBSERVED BY PARENTS:

- \*Appears dazed or stunned
- \*Is confused about assignment or position
- \*Forgets an instruction
- \*Can't recall events prior to or after a hit or fall
- \*Is unsure of game, score, or opponent
- \*Moves clumsily
- \*Answers questions slowly
- \*Loses consciousness (even briefly)
- \*Shows mood, behavior, or personality changes

#### CONCUSSION DANGER SIGNS:

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- |  |                                |
|--|--------------------------------|
| One pupil larger than the other  | Has unusual behavior           |
| Is drowsy or cannot be awakened  | A headache that gets worse     |
| Weakness, numbness, or decreased coordination                                      | Convulsions or seizures        |
| Becomes increasingly confused, restless or agitated                                | Cannot recognize people/places |
| Repeated vomiting or nausea  | Slurred speech                 |
| Loses consciousness (even a brief loss of consciousness should be taken seriously) |                                |

## **HOW TO RESPOND TO A REPORT OF A CONCUSSION**

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rest breaks, be given extra help and time, spend less time reading, writing or on a compute. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. To learn more, go to [www.cdc.gov/concussion](http://www.cdc.gov/concussion).

## **TCAS AGREEMENT FOR ACCEPTABLE USE FOR TECHNOLOGY RESOURCES**

The purpose of this Agreement is to grant access to and define acceptable use of the District's technology resources ("Technology Resources"). Technology Resources are any type of instrument, device, machine, equipment, technology, or software that is capable of transmitting, acquiring, or intercepting, any telephone, electronic, data, internet, audio, video, or radio transmissions, signals, telecommunications, or services, and include without limitation (1) internal and external network infrastructure, (2) Internet and network access, (3) computer, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems.

In exchange for the use of the District's Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the District's Technology Resources is a privilege that may be revoked by the District at any time for any reason.
- B. You have no expectation of privacy when using the District's Technology Resources. The District reserves the right to monitor and inspect all use of its Technology Resources, including, without limitation, person e-mail and voice-mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. The District also reserves the right to remove any material from the Technology Resources that the District, at its sole discretion, chooses to, including without limitation, any information that the District determines to be unlawful, obscene, pornographic, harassing, intimidating, disruptive, or that otherwise violates this Agreement.

The Technology Resources do not provide you a "public forum". You may not use the Technology Resources for commercial purposes or to support or oppose political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class project or activity. You may, however, use the Technology Resources to contact or communicate with public officials.

- C. The District's Technology Resources are intended for use only by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you are prohibited and may be ground for suspension from the Technology Resources and other disciplinary consequences for both you and the person(s) using your account/password.
- D. You may not use the Technology Resources to engage in bullying, which is defined as: Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:
- a. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
  - b. Adversely affecting the ability of a pupil to participate in or benefit from the educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
  - c. Having an actual and substantial detrimental effect on a pupil's physical or mental health; or
  - d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.
- E. Use of other communication/messaging devices (including devices not owned by the District) to engage in bullying may be grounds for discipline under the District's Bullying Policy (8260-3)
- F. If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action, up to and including expulsion. Misuse includes, but it is not limited to:
- Accessing or attempting to access material that is "harmful to minors." Material that is "harmful to minors" includes any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act of sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
1. Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
  2. Accessing or attempting to access material that is inappropriate for minors. Material that is inappropriate for minors is defined as:
  3. Bullying (as defined in paragraph E)
  4. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
  5. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.

6. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
  7. Unauthorized copying or use of licenses or copyrighted software.
  8. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
  9. Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
  10. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
  11. Using or soliciting the use of or attempting to use or discover the account information or password of, another user.
  12. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act ("CIPA").
  13. Misusing equipment or altering system software without permission.
  14. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
  15. Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District's Acceptable Use Internet Safety Policy (#4510).
- G. You must promptly disclose to your teacher or other school employee any content you view or receive over the Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
- H. It is the policy of the District, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors.
- I. It is the policy of the District to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of the District to educate students about cyberbullying awareness and response and about appropriate online behavior, including disclosing, disseminating, or using personal information and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.
- J. The District does not guarantee that measures described in paragraphs H and I will provide any level of safety or security or that they will successfully block all inappropriate material from the District's students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs H and I.
- K. The District does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will not be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.

- L. You are responsible for the proper use of the Technology Resources and will be accountable for any damage to or replacement of the Technology Resources caused by your inappropriate use.

\*I agree to follow this Agreement and all rules and regulations that may be added from time to time by the District or its Internet Service Provider.

\*I also agree to follow all rules in the District's Acceptable Use & Internet Safety Policy.

\*Any additional rules, regulations, and policies are available in the building offices.

\*As a condition of using the Technology Resources, I agree to release the District and its board members, agents, and employees, including its Internet Service Provider, from all liability related to my use or inability to use the Technology Resources.

\*I understand that data I send or receive over the Technology Resources is not private. I consent to having the District monitor and inspect my use of Technology Resources, including any electronic communications that I send or receive through the Technology Resources.

### **HAZING PROHIBITED**

The act or "hazing" is a crime in the state of Michigan and will not be tolerated by the District. The District will comply, in all ways, with Michigan law regarding any "hazing" incidents. Students engaging in any hazing or hazing-type behavior will be subject to the provisions of the Students Code of Conduct as would apply to any other student violation of State law.

### **ELECTRONIC POLICY FOR STUDENTS**

Use of electronic devices for the purpose of entertainment are prohibited during school hours (includes, but not limited to TV, digital cameras, video games, iPod, MP3 players, electronic games, etc.) Cell phones must be turned off and kept in backpacks during school hours

### **REFERRAL POLICY FOR COMMUNITY SERVICE ORGANIZATIONS**

Your child's teacher is a valuable resource to you, specifically when you are in need of help or support medically, with mental health, getting food, finding housing, in need of clothing, etc. As you work in partnership with your child's teaching team, please communicate any of the needs listed above immediately. Your team can contact support services and refer you or help you contact the supports you need. Different needs require different steps - each referral is unique. Your teaching team and the educational supports available to your family will know whom to contact and how to contact the supports you need. Maintaining open communication through the educational process is key to getting your family and child the care needed.

If families need assistance finding community resources in the areas of health, parent support, social/emotional health, basic needs, domestic violence, or childcare, contact your teacher or preschool director for a list of local resources and a copy of the Montcalm County Resource Guide. The information can also be found on [www.greatstartmontcalm.org](http://www.greatstartmontcalm.org).

## **COMMUNITY RESOURCES & SERVICES**

### **Montcalm County Intermediate School District**

621 New Street, Stanton, MI 48888 or 989-831-5261

A range of services and programs that include parenting support, developmental assessments, hearing, vision, and speech screening, playgroups, and Special Education programs.

Great Start Playgroup - Did you know that you are your child's most important teacher? Great Start Playgroup provides information on child development and parent-child interaction in a variety of ways such as written information, web-based resources, and literacy-based playgroups at the Montcalm Area Career Center in Sidney, Seiter Education Center in Greenville, Tri County Middle School in Howard City, and Vestaburg Elementary in Vestaburg. This program is open to all Montcalm County parents who have a child-aged birth through four. For more information, call 616-225-6146.

Early On - Program for any birth to three aged children who demonstrates a developmental delay or established health condition that it places them at a higher risk for developmental delays. EARLY ON 616-754-9107, press 1, Seiter Education Center 1401 East VanDeinse Ave, Greenville MI 48838. Families who have concerns regarding their child's speech, language, or development can call for a free evaluation. Serving children 0-3 years old.

Birth to three Special Education - An early childhood special education program for eligible children birth to three years and their families providing developmental assessments, home visiting, playgroups, and a parent group.

Great Start Readiness Program - A preschool program for children 4 years' old who meet specific eligibility criteria.

Preschool Programs - Most local school districts provide preschool programs for 4-year-old children and special education programs for children aged 3-5. Contact your local school district to learn more.

### **Montcalm Center Network**

611 North State Street, Stanton, MI 48888 or 800-377-0974

[www.montcalmcare.net](http://www.montcalmcare.net) - A range of services and programs designed to enhance and promote the mental health and well-being of individuals and families through person and family centered approaches.

Infant Mental Health - Services for pregnant women in their 3<sup>rd</sup> trimester and families with children birth to three that are having trouble with attachment to their mother, foster parent or exhibiting other significant behaviors.

### **Department of Health and Human Services**

609 North State Street, PO Box 278, Stanton, MI 48888

Food stamps, medical assistance, FIP (formerly AFDC), child day care funding, State Emergency Relief for shelter and utilities, crisis prevention services, delinquency services, child foster home licensing, foster care placement, employment services, and volunteer services. Protective services deal with child/adult abuse and neglect.

**Please fill out the application on the DHS website: [www.michigan.gov/mdhhs](http://www.michigan.gov/mdhhs)**

A range of services and programs designed to meet the basic financial, medical, and social needs of people who are unable to provide for themselves; provide skill building, opportunity enhancement, and family-focused services; and protecting children and vulnerable adults from abuse, neglect, exploitation, and endangerment.

FIP - Provides cash assistance to families in need and temporarily helps for living expenses such as shelter, heat, utilities, clothing, food and personal care items.

Prevention Services - Provide assistance to families regarding housing, transportation, counseling, budgeting, and parenting skills, individual support, mentors, and education on childcare and information on any service that could help the family in their community.

#### **Mid-Michigan District Health Department**

615 North State Street, Stanton, MI 48888 or 989-831-5237

<http://www.mmdhd.org>

#### Immunizations

Maternal Infant Health Program - Home visiting program for pregnant women and families with infant's birth to 12 months on Medicaid. Services include public health nursing, nutrition education, and social work services regarding pregnancy related issues and infant development.

WIC - Nutritional program for eligible pregnant and breastfeeding women, infants, and children aged five. Families receive milk, eggs, juice, cereal, and cheese. Infants receive formula, cereal, and juice.

Lead Screening - Children living in dwellings with a high environmental risk for lead poisoning and who are six months to six years of age can be screened through a blood test and environmental questionnaire.

#### **EightCAP, Inc.**

904 Oak Drive-Turk Lake, Greenville, MI 48838 or 616-754-9315

Emergency Services - 616-527-5507

A range of services including home visiting, playgroups, and child development programs such as Early Head Start and Head Start.

Early Head Start - Home visiting program serving pregnant women and families with children birth to three years offering playgroups, family gatherings, and support.

Head Start - A federally funded preschool program for children ages 3-5. Free to families who qualify.

### **Great Start to Quality**

[www.greatstartquality.org](http://www.greatstartquality.org) or 800-396-0241

Assists parents in locating licensed childcare and provides them with information regarding what to look for in a quality childcare. For licensed childcare providers this site helps in a variety of ways including referrals to parents looking for care, training and workshops on child development, business management, quality care, etc....

### **MSU Extension**

211 West Main Street, PO BOX 308, Stanton, MI 48888 or 989-831-7500

[www.msue.msu.edu/montcalm](http://www.msue.msu.edu/montcalm)

Family Nutrition Program - Available for low income families offering information regarding basic nutrition, menu planning, shopping skills, recommended food safety practices, and food selection.

On the Path - Available for low-income families, a money management program that focuses on goal setting, organization, and tracking expenses.

### **RAVE (Relief after Violent Encounter)**

Montcalm/Ionia 800-720-SAFE (7233)

Offers support and individual counseling for children ages 0-18 years. Other services include legal advocacy, court accompaniment, support group, safety planning, crisis intervention, information and referral, parenting information and education, prevention services for adolescents, on-the-scene response project, temporary emergency shelter, education on the dynamics of domestic violence and sexual assault.

### **Community Food and Baby Pantries**

#### Carson City

Carson City Community Pantry

989-584-6044

St. Mary's Parish

404 North Division Street

Tuesday: 10am-12pm

Serves residents of Carson City-Crystal Area School District only

#### Crystal

Crystal Lake Community Church

989-235-2522

122 South Main Street

Tuesday: 1pm-3pm

#### Edmore

Montabella Ministerial Association



989-427-5575

833 South First Street

Must sign up on Tuesdays from 9am-12pm at Faith United Methodist Church to receive a Wednesday Pantry appointment.

Serves residents of Edmore, McBride, Cedar Lake, and Blanchard

Gowen

Settlement Lutheran Church

616-984-5442

1031 South Johnson Road

Thursday: 2pm-5pm

Greenville

The Bread of Life Pantry

616-894-9873

6596 South Vining Road

Tuesday & Thursday: 10am-3pm

EightCAP, Inc. Food Distribution Sites

616-754-9315

904 Oak Drive Turk Lake

Call for a site nearest you

Greenville Area Ecumenical Food Mission

616-754-6676

9844 South Greenville Road

Tuesday & Thursday: 10am-12pm, Wednesday: 6pm-7:30pm

Greenville School District Residents

Howard City

Helping Hands

231-937-5177

210 Edgerton Street

Monday, Wednesday, & Thursday: 10am-2pm

Lakeview

Lakeview Ministerial Assoc./LV Comm. Church

989-352-7788

8980 West Howard City Edmore Road

Thursday: 12pm-3pm

Serves residents of Lakeview Area Schools

Riverdale

M-46 Tabernacle Family Food Pantry

989-506-4821

11098 East Howard City-Edmore Road

Tuesday: 9:45am-11am

Sheridan

Central Montcalm Community Church  
989-291-0000  
215 South Main Street  
Call for appointment

VFW Ladies' Auxiliary Post 5065  
989-291-9680  
209 Washington Street  
2<sup>nd</sup> Thursday of month; 8:30am-12pm

Sheridan Assembly of God  
989-291-3996  
4010 South Sheridan Road  
By Appointment

Six Lakes

Great Commission Outreach Ministry GCOM  
989-365-3564  
107 East Vesta Street  
3<sup>rd</sup> Saturday each month: 9am-11am  
Serves residents of Belvedere Township only

Stanton

Frost Seventh Day Adventist Church  
989-831-4518  
977 North Neff Road  
2<sup>nd</sup> Monday: 10am-11:30am

Hope's Pantry, Lutheran Church  
989-831-4462, 989-831-5594  
4741 West Stanton Road  
Monday-Friday, by appointment

Trinity Evangelical Free Church  
989-831-5728  
415 N. Mill Street  
1<sup>st</sup>/3<sup>rd</sup> Wednesday: 10:30am-12pm  
Must have ID; and a Stanton address

## **BABY/PREGNANCY NEEDS**

### Alpha Family Services of Greenville

616-225-2265

705 North Hillcrest

All services are free and confidential:

Practical parenting: Earn While You Learn; Pregnancy Test; Practical Fatherhood (for men only);

Court-ordered Parenting Classes; Ultrasounds by appointment.

Visit [alphafamilyservices.org](http://alphafamilyservices.org) for hours and more information.

### East Montcalm Baby Pantry Ferris Church of Christ

989-268-5551

3443 North Crystal Road

2<sup>nd</sup> & 4<sup>th</sup> Tuesday: 10am-5pm

### Great Commission Outreach Ministry GCOM Baby Pantry

989-365-3564

107 East Vesta Street, Six Lakes

Saturday; 9am-12pm

Serves residents of Belvedere, Cato, Mecosta, Reynolds and Winfield Townships

### Trinity Evangelical Free Church Baby Pantry

989-831-5728

415 North Mill Street, Stanton

1<sup>st</sup> & 3<sup>rd</sup> Tuesday: 11am-3pm & 5pm-6pm

Serves residents of Stanton

### WIC (Women, Infant, Children)

989-831-5237, 615 North State Street, Stanton