



Portland Public Schools  
Little Raiders Preschool Program

# Little Raiders Preschool



# Family Handbook 2024-2025





## **WELCOME**

Portland Public Schools would like to welcome you and your child to the exciting world of preschool education. Our handbook is designed to explain the policies and operation of the program. Please read our family handbook and any other information that you may receive, so you have a clear understanding of the partnership between home and school as it pertains to the Great Start Readiness Preschool Program, GSRP. GSRP is a state funded preschool program designed for children who will be 4 years old on or before September 1 of the program year and who meet specific income eligibility criteria. If all eligible 4 year olds are enrolled, the program will take children who turn 4 between September 2nd and December 1st. There are also some slots allocated to children, whose families fall over the income guidelines and that demonstrate a number of risk factors.

## **PHILOSOPHY**

Young children learn by doing! They acquire knowledge of their world throughout playful interaction with objects and people. Little Raiders/GSRP Preschool is committed to providing a warm, nurturing environment where children can learn and grow. Our preschool program is committed to providing a developmentally appropriate preschool program in a safe and nurturing environment, which promotes social, emotional, physical and cognitive growth. Our goals foster a positive self-concept and develop socialization and school readiness skills. Little Raiders Preschool will provide experiences and relationships that will help develop the whole child. We engage children in an environment that is child-initiated, child-directed and teacher supported. Learning and development in the early years is connected across all of the different areas. For example, learning to write their name is connected to the development of their small muscle skills and knowledge of letters. The curriculum supports children to make choices and direct their own play and interact with a wide variety of materials in the different areas of the classroom to explore and create their own learning. Our teachers become partners in their play and help children come up with their own solutions and encourage them to express their own ideas and feelings, and extend their learning to develop new skills. A strong partnership between the school and parents supports the development of children's learning and development.

**Mission:** Little Raiders Preschool offers a safe, nurturing, and developmentally appropriate learning environment that fosters social, emotional, cognitive, and physical growth, as well as a healthy self-image and a passion for learning.

**Vision:** We demonstrate Raider PRIDE (Prepared, Respect, In Control, Determined, Engaged) by working together as a learning community to build our foundation to learn.

## **Contact Information**

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### **PRESCHOOL GOALS**

The goal for all children is to develop a love for learning, be creative and active learners who are not afraid to express their ideas and to become independent and self-confident. The Michigan Early Childhood Standards of Quality for Pre-Kindergarten are used as a framework to build skills in young children. The following are some goals for all children that participate in the program:

- Children show an increasing ability to regulate how they express their emotions. Manage their feelings appropriately when frustrated.
- Children persist to complete a goal, solve their own problems and follow classroom rules.
- Children express what they are feeling and learning in a variety of ways (visual arts, music, dance, dramatic play).
- Children begin to understand written language, read to them, use reading-like behaviors, and make progress towards becoming conventional readers.
- Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
- Children develop abilities to express themselves clearly and communicate ideas to others.
- Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
- Children become aware of and begin to develop nutritional habits that contribute to good health
- Children will develop an understanding of number concepts, counting, predicting, graphing, classifying and other mathematical operations.

### **FAMILY GOALS**

- Families will be welcomed and want to participate in the classroom and school building activities.
- Families and teaching staff will work together in a meaningful partnership to help their children be as prepared as they can be for kindergarten.

### **COMMUNICATION**

It is very important to continue to have open and ongoing communication between the teaching staff and parents. Informal communications such as notes sent back and forth between home and school, Brightwheel, emails and phone calls are all ways the home school connection can be kept current. Phone, Brightwheel, and email messages will be checked daily. The teaching staff will talk to you about the communication app they utilize on your initial home visit. There may be some moments before and after school for a quick chat, but if that is not enough time please feel free to ask the teacher to schedule a more formal meeting to talk about your issue or concern.

More formal communications will occur regularly via a monthly newsletter that will be sent home to keep you informed of what is happening in the classroom. Specific lesson plans are also posted on the parent board for that week. Twice a year, once prior to school starting in August and once in March the teaching staff will visit with you and your child at your home. The purpose of these visits are to learn more about you and your child and to help you support your child's specific learning needs in your home environment. Additionally, two conferences are held in the fall and spring, to inform you of your child's progress on a variety of developmental and learning indicators.



If your child witnesses an incident during their preschool day, staff will contact you either verbally or message on Brightwheel to notify you of what the incident was and how it was handled. If your child brings an incident to your attention or has questions, please feel free to communicate this with the teaching team.

Family nights, learning celebrations, School Readiness Advisory Council meetings (SRAC) and data analysis meetings will be scheduled throughout the year. These are great ways to meet other families in the program and become involved in your child's education.

### **CURRICULUM AND ASSESSMENT**

The Little Raiders/GSRP Preschool program utilizes the Connect 4 Learning curriculum. 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 and teaching staff support learning by becoming partners in children's play. The activities we implement, the way we organize the environment, selecting toys and materials, and planning the daily schedule, are designed to accomplish the goals of our curriculum.

Observations and notes are taken on children during the year and recorded within our online assessment which is the Teaching Strategies Gold Assessment. This ongoing assessment information is used to help plan each week what skills will be targeted in the classroom. You will be provided with a report two times per year that will show how your child is progressing.

In addition, the program utilizes the Ages and Stages Questionnaire, a developmental screening tool to assess your child's development in the areas of communication, problem solving, motor, social-emotional and self-help. Children are typically administered this screening tool upon entering the program. If there are concerns noted, a plan may be put forth to help support the child in the classroom and/or further assessment may be recommended by a special education team.

### **ELIGIBILITY/ADMISSION**

Children who are four years of age or will turn (4) four by September 1<sup>st</sup> of the program year must meet specific income criteria to be eligible. A certain number of slots may be allocated to children whose families are over the income guidelines but have factors which may place them at risk of becoming educationally disadvantaged. Admission requirements and enrollment procedures are as follows:

- A. A child must be four (4) years of age or turn four by September 1 of the program year to participate in the program.
- B. Families must apply by completing a *confidential* application (Collaborative Recruitment Application) indicating qualifying characteristics that may place the child at risk of becoming educationally disadvantaged.
- C. Children that meet the income eligibility will be the first to be enrolled. Children that are over-income but have risk factors will be wait-listed until closer to the beginning of the school year to assure that all income eligible children are found and secured a slot in the program. The number of over-income slots is limited according to legislation. All over-income children will be ranked and prioritized according to the



number of risk factors they have and enrolled based upon that priority. The prioritization for enrollment is as follows:

- D. Families which fall into the over-income category will be required to pay tuition on a **sliding scale per legislation.**
  - E. Enrollment will be open to any children in the district without regard to race or religion.
  - F. Each student shall meet minimum health standards for admission. This includes:
    - immunizations on file at the time school starts
    - a physical health form completed and signed by a doctor
- \*Students not meeting these requirements will not be allowed to start school**
- G. **Each student must also have on file a copy of their birth certificate prior to starting the program.** Additional admission forms include:
    - The child information card for licensing
    - local school transportation form
    - licensing notebook statement
    - release of information
    - media release form
    - permission form for field trips
    - parent involvement form
    - application
    - verification documentation of income and risk factors
    - GSRP Enrollment Card
    - medication form (if necessary)
  - H. Parents whose children have been selected to attend the program will receive a letter of eligibility followed by a letter indicating their date and time for enrollment.
  - I. If the classes are filled when a parent calls, the child's name will be placed on a waiting list and prioritized accordingly.
  - J. Any new registrations occurring during the school year will be placed on the waiting list.
  - K. As vacancies occur, they will be filled from the waiting list.

### **CONFIDENTIALITY POLICY**

Parents can be assured that all information regarding children and families is kept in 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 has access to all licensing required child records.

The following information will be sent to the next school program in a CA (cumulative file):

1. Registration form
2. Health appraisal
3. Immunization record
4. Legal birth certificate
5. Progress reports
6. Special Education Documentation

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. Progress reports
5. Income/risk-factor verification
6. Parent involvement contract
7. Permission forms
8. Volunteer statement
9. Authorization to Release Confidential Information

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

### **SPECIAL EDUCATION SUPPORTS**

Every GSRP program has access to a full team of professionals that could provide services to children if they are eligible. Some of these services include support by the speech therapists to help develop the child's language, speech and understanding of words; the occupational therapists who supports fine motor skills and the development of using the hands and eyes together; the physical therapists who supports how the child moves his body and coordinates his large muscle movements; the school psychologists who supports overall learning styles and behavior as does the school social worker.

Teaching staff complete an overall screening assessment at the beginning of the school year and then keep notes and data on an ongoing basis to assess how your child is doing with respect to the widely held expectations for his age through the Teaching Strategies Gold Assessment system. At any point, staff may consult you about getting support from the special education team. Teachers would bring their concern to you and you would need to give permission for them to

talk to the team and invite one of the members in to do an observation or talk with you if you have concerns as well. Following the observation/consultation, the team will recommend further evaluation by the special ed. team and/or try to implement some specific strategies in the classroom to see if these supports are enough to facilitate your child's development and learning. With either of these options your written permission would be required to proceed with the assessment or recommended interventions.

We are very fortunate to have these resources available to us. The research clearly indicates that the earlier interventions are put into place for children, the better the outcomes are for children. Please do not hesitate to discuss with your teacher any concerns you may have about your child's learning.

For children enrolled in the Little Raiders program that already have an Individualized Education Plan (IEP), services should be coordinated with the classroom teaching staff. It is in the best interest of the child if the special education providers and the Little Raiders/GSRP teaching staff work together to provide the optimal intervention for the child. Special education staff can meet with teaching staff during their planning time to assure that Little Raiders/GSRP staff know how to embed the child's unique goals into the daily routine and different interest areas in the classroom.

Staff is provided with ongoing training about special education laws and services, inclusion, confidentiality and specific strategies to support children's learning. The Little Raiders/GSRP



program, in partnership with staff from the local districts, is committed to the principles of inclusion and works collaboratively to meet the individual needs of each child.

### **COMMUNITY SERVICES**

At the first home visit, you will be provided a list of resources for Ionia County. Staff are often able to connect you with specific support by making a referral for a specific service from one of these agencies. In other situations, you can access support on your own such as food banks or clothing centers. If you are interested in learning more about resources your family or child might be able to receive please talk to your teaching team and they can help connect you with them.

### **FEE POLICY**

This preschool program is a Great Start Readiness program funded through the Michigan Department of Education. This program is FREE to families who meet specific income and eligibility criteria for their family. Children that are enrolled whose families are over-income will be required to pay tuition.

### **ATTENDANCE POLICY**

In order to participate in the Little Raiders/GSRP program, your child will be required to attend on a regular basis. Extended or unexplained absences not related to sickness or family emergency can result in dismissal from the program. We understand that circumstances arise where your child may not be at school. ***If your child is going to be absent, it is very important that you communicate this with the teacher.*** You will be able to send a message through email or Brightwheel. To assure the safety and well-being of your child, if your child does not come to school and you have not communicated that he/she will be absent, you will be messaged/called to verify that you did not send him to school. Please make every effort to make this your practice to assure the safety of all children.

### **WITHDRAWAL POLICY**

If you have to withdraw your child from school, please inform the Early Childhood Director in writing of your child's final day. We want your child to be successful in Little Raiders/GSRP as we know attending preschool is the best way to prepare him/her for kindergarten. If your child is absent for more than 10 consecutive school days, and we have been unable to communicate with you after several attempts, a letter will be sent to you asking if you intend to continue in the program. If we do not hear from you within the time stated in the letter, your child will be dropped from the program and another child on the waiting list will be enrolled.

### **CHILD INFORMATION 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 the staff informed of changes in address, phone numbers, employment or people picking up your child.

### **TRANSPORTATION**

Busing transportation is not part of the Little Raiders program but it is provided through your local school district. If your child needs transportation, you will be asked to complete the local school district's form used for transportation. It is important that staff is aware that your child will be a bus rider. The actual Little Raiders program starts when your child gets off the bus to enter the



school building and ends when your child boards the bus to be returned home. All bus riders will be checked in and out of the preschool daily by staff.

If your child is not going to be attending on a given day, once you communicate with the teacher, please notify the transportation department at **(517- 647-2993)**. This makes the bus drivers aware of this when they are doing their routes. If you choose to transport your child yourself, please refer to the pickup and drop off policies.

### **HOURS OF OPERATION AND SCHOOL CALENDAR**

Little Raiders/GSRP Preschool is open from **8:45am until 4:00pm**, Monday through Friday during the school year. Our calendar mirrors the Oakwood Elementary calendar and can be found at the end of the parent handbook as well as the Portland Public Schools website. There will be additional days in which we will not be in session. Please refer to the Little Raiders Parent 2024-2025 calendar.

### **DROP OFF PROCEDURE**

Drop off for Little Raiders preschoolers begins at 8:45am. If your child is enrolled in the Latchkey program, they will be brought down to join their class at 8:45am. If your child rides the bus, a Little Raiders staff will help assist them off the bus and bring them to their classroom. Upon walking or car arrival, parents and child will be greeted by a teacher. Do not leave until you have been greeted. If a child appears ill, they will not be allowed to stay.

### **PICK UP PROCEDURE**

Our pick up time begins at 3:45pm until 4:00pm in front of Oakwood Elementary. If your child is enrolled in the after school Latchkey program a staff member will walk them down to their designated classroom. Children who ride the bus will be walked down and be put directly on their bus. Only custodial parents/guardians and those listed on approved pick up lists will be allowed to pick up a student. Parents, relatives, and friends who are on your child's emergency card, but whom the staff does 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 the center with anyone but their parent or legal guardian without written notification given to the child's teacher. Your child will be permitted to leave only with those persons listed on the emergency card and who have the child's pick up number provided by the school. If a parent appears to be under the influence of drugs or alcohol when picking up a student, the police will be contacted immediately.

- Walking Pick up students will wait to be picked up inside the building with a teacher.
- If you are picking up your students through walking pick-up you are required to have their back pack pick-up number or a photo ID. Once we have checked your ID or number then your student will be released to you.

Being timely 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 day, the parents and if necessary the emergency person on their card will be contacted. If no one can be reached, Children's Protective Services will be contacted.

### **SIGN IN AND OUT**

All students will be signed in and out by our teaching staff on our Skyward account.

### **MEDICATION**

If your child has any medications (prescription and non-prescription) which must be administered by school personnel, **YOU MUST HAVE A PERMISSION FORM ON FILE**





**FOR PRESCRIBED AND OVER THE COUNTER MEDICATION COMPLETED BY A PHYSICIAN OR AUTHORIZED PRESCRIBER AND SIGNED BY THE PARENT OR GUARDIAN.** The law does not allow school personnel to administer any medication without this form on file. Students' medications will be stored out of reach of students. They will be dispensed by designated personnel who will record the action in the daily medications log. The medications must be in a container showing the student's name, the pharmacy prescription number, identification of the medication, and the dosage and time to be administered. Parents or legal guardians must bring medications to school and hand it to the teacher. If your child has any health restrictions other than medication that school personnel should be aware of, please make your child's teacher aware of them in writing.

### **INJURY**

It is important the information on your child's emergency card is up-to-date and accurate. If there are any changes or updates, please contact your child's teacher. Current phone numbers as well as the names and phone numbers of two people who you trust with your child's welfare will be used in the event that your child has an accident or is injured. A staff member will contact the first person listed on the emergency information card.

If a child is injured an accident report is completed by a staff member. One copy of the report is sent home and the other is kept on file at the school. Most injuries can be treated at the school. If your child needs medical attention, you will be informed. If we make a mistake in our "diagnosis," it will be on the side of being cautious. Whenever possible, the school nurse will make decisions related to health issues. Please note on the enrollment card any allergies or other medical conditions that are important for school personnel to be aware of in an emergency. In the event of a medical emergency or an accident, the parents and physician of the child will be contacted by phone, Brightwheel message or email. 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 will put on disposable gloves.
2. Wash the affected area with cool clear water if needed.
3. Cover area with bandage if necessary.
4. Complete "Ouch Report", keeping the original copy of the report in the center file and sending a copy home to parents.
5. Staff person will call a family member to explain the injury sustained by their child.

#### **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 students.

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 a severely injured person, or give medication without a doctor's order



6. If the 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 Little Raiders Director or building Principal. The center director or administrator will report the incident to Child Care Licensing.

#### **ALLERGIES/SPECIAL DIET**

Parents/Guardians will fill out a Food Allergy or Sensitivity Questionnaire indicating if their child requires a food substitution due to a sensitivity or intolerance. Parents will need to contact their child's physician to have a Food Substitution Form completed. This form indicates what food item needs to be omitted and what can be substituted in its place; a physician signed form must be received before staff will be permitted to purchase specialized food.

#### **STAFF/STUDENT ILLNESS**

To safeguard the health of all our children, we request staff and student families follow these guidelines when deciding if staff and or children are well enough to attend. Staff will notify the program if they are not well enough to come to work. If your child will be absent due to an illness, please notify your child's teacher as soon as possible. You may leave a Brightwheel message 24 hours a day. Please let us know the nature of the illness. Per the **Michigan Health Department** requirements, Little Raiders Preschool is required to report weekly, infectious diseases identified at the school.

In case of communicable diseases, we will adhere to the Ionia County Health Department guidelines concerning re-admittance. If your child has been exposed to a communicable disease, we will notify you of this as soon as possible. If staff or a child becomes ill at the program or your child is not acting like themselves, the teacher will call to alert you to the symptoms your child is exhibiting. Once notified you will be required to pick your child up immediately. Staff will immediately leave work if not feeling well.

#### **Children should be kept at home if the following occurs:**

- The child has a temperature of 100 degrees or higher (taken orally)
- The child has a temperature of 99 degrees or higher (taken under the arm)
- The child has had a fever within the last 24 hours
- The child has been on an antibiotic less than 24 hours
- The child has vomited in the last 24 hours
- The child has had diarrhea in the last 24 hours
- The child has a thick green nasal discharge
- The child has an unidentified rash (unless deemed non contagious by a physician-doctor's note required)






- If your child has a communicable disease (i.e. pinkeye, strep throat, head lice)

**Program staff will call a child's parents/guardians if the following occurs:**




- Fever
- Diarrhea
- Vomiting
- Unusual and consistent crying and/or complaining
- Injury

**Common Infectious Diseases**

PRINCIPAL MODE OF SPREAD	DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD
<b>AIRBORNE, DROPLET, AND DIRECT CONTACT</b> Droplets from nose, throat and mouth spread disease virus and bacteria by sneezing, coughing and speaking.	CHICKENPOX [Varicella] 	Sudden onset of slight fever, mild respiratory symptoms, and skin rash of itchy, blister-like lesions. Lesions may cover the body but are usually more concentrated on the face, scalp, and trunk. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days Average 14-16 days	1 to 2 days before onset of rash until all lesions have crusted. Children who have been vaccinated or previously exposed may develop lesions that don't crust. Consider these cases contagious until lesions are fading or until no new lesions occur, whichever is later.
	CYTOMEGALOVIRUS [CMV]	None or mononucleosis ("mono")-like syndrome. Virtually all persons acquire CMV infection during their lifetime and it is usually without symptoms. Infection during pregnancy may result in fetal infection.	1 month	Viruses may be shed for many months with a range of 6 months to 2 years. Children should not be excluded from child care due to shedding of CMV.
	FIFTH DISEASE [Erythema infectiosum] [Parvovirus B19]	Rash begins as a solid red area on cheeks ["slapped cheek" appearance], spreading to upper arms and legs, trunk, and hands and feet. Fever occurs in some patients.	4-20 days	Patients are most infectious <b>before</b> the onset of illness. They are not likely to be infectious after rash and other symptoms appear.
	INFLUENZA [Viral influenza] 	Sudden onset of high fever, often with chills, headache, extreme tiredness, muscle aches, and dry cough. Subsequently, respiratory signs such as sore throat, runny or stuffy nose, and cough become more prominent. Red eyes, stomach ache, nausea, vomiting, and diarrhea have been reported infrequently. In some children, influenza can appear as an upper respiratory tract infection without fever or as a fever with few respiratory tract signs.	24-72 hours	1 day before onset of symptoms to about 7 days from the first symptoms in children.
	MEASLES [Rubeola] 	Illness begins with a 2-4 day fever, runny nose, red eyes, and coughing. This is followed by a red, raised rash that begins at the hairline, then involves the face and upper neck and gradually proceeds downward and outward, reaching the hands and feet. The rash lasts about 5 days. Sensitivity to light is also common.	10-12 days	4 days before the rash and for up to 4 days after.




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	<p>MENINGITIS [Meningococcal and <i>Haemophilus</i>]</p> 	<p>Illness has a sudden onset of high fever, headache, and stiff neck. In severe cases, delirium, stupor or coma can also occur. In meningococcal meningitis, purplish spots may be seen on the skin and mucous membranes.</p>	<p>1-10 days Average 2-4 days</p>	<p>Until live bacteria is no longer present in nasal and mouth secretions. This usually occurs 24-48 hours after antimicrobial treatment.</p>
<p><b>AIRBORNE, DROPLET, AND DIRECT CONTACT</b> Droplets from nose, throat and mouth spread disease virus and bacteria by sneezing, coughing and speaking.</p>	<p>MUMPS [Infectious parotitis]</p> 	<p>The classic symptom of mumps is swelling of one or more salivary glands. The parotid salivary glands (which are located within the cheek, near the jaw line, below the ears) are most frequently affected. Nonspecific symptoms including muscle aches, anorexia, tiredness, headache, and low-grade fever may precede salivary gland swelling by several days. There is evidence that as many as 40-50 percent of mumps infections are associated with nonspecific or primarily respiratory symptoms, particularly among children younger than 5 years.</p>	<p>14-25 days Average 14-18 days</p>	<p>7 days prior to onset up to 5 days later.</p>
	<p>RESPIRATORY SYNCYTIAL VIRUS [RSV]</p>	<p>Illness frequently begins with a runny nose, cough, fever, and sometimes wheezing. Other symptoms depend on the site of involvement: bronchitis, pneumonia, and/or ear infections. Infants and children with underlying cardiac, immunologic, and pulmonary disease have the most severe symptoms.</p>	<p>3-7 days</p>	<p>Young infants: 1 to 3 weeks or more.  Older children and adults: 3 to 7 days.</p>
	<p>ROSEOLA [Exanthem subitum] [Human herpesvirus]</p>	<p>Illness is marked by a sudden high fever (104°-105°F.) which falls with the appearance of a rash on about the third or fourth day of illness. Most cases are in children between 6 months and 3 years. The rash consists of small rose-pink spots which first appear on the chest and abdomen but may spread to the face, legs and arms. The rash is usually limited to only one or two days.</p>	<p>9 days</p>	<p>Greatest during the period of fever.</p>
	<p>RUBELLA [German Measles]</p> 	<p>The rubella rash is red and raised, begins on the face then progresses from head to foot, lasting about three days. Children usually develop few or no respiratory symptoms, but adults may experience low-grade fever, headache, fatigue, mild runny nose, and red eyes 1-5 days prior to rash onset. Swelling of the lymph nodes behind the ear and at the base of the skull is characteristic and precedes the rash by 5-10 days. Joint pains are frequent in older patients.</p>	<p>14-17 days</p>	<p>7 days before to 7 days after rash onset.</p>



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	<p>SCARLET FEVER [Scarlatina]</p>	<p>Caused by the streptococcal bacteria. Illness begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples that spreads to all parts of the body. Afterwards the skin may peel off like sunburn. Often the tongue has a “strawberry” appearance.</p>	<p>2-5 days</p>	<p>Variable. If not treated, can be contagious for weeks.</p>
<p>AIRBORNE, DROPLET, AND DIRECT CONTACT Droplets from nose, throat and mouth spread disease virus and bacteria by sneezing, coughing and speaking.</p>	<p>STREP THROAT [Streptococcal sore throat]</p>	<p>Strep throat is similar to scarlet fever but without the rash. A sore throat and fever are the most pronounced symptoms.</p>	<p>2-5 days</p>	<p>Variable. If not treated, can be contagious for weeks.</p>
	<p>STREPTOCOCCUS PNEUMONIAE </p>	<p>Variable, depends on site of infection – ear infection, sinusitis, bloodstream infections, pneumonia, or meningitis</p>	<p>Unknown. Maybe 1-3 days</p>	<p>Variable. Usually 24-48 hours after antimicrobial therapy.</p>
	<p>TUBERCULOSIS [TB]</p>	<p>Most children have no symptoms when first infected. When disease does occur, symptoms most often appear 1 to 6 months following infection. The symptoms for pulmonary TB include fever, growth delay or weight loss, cough, night sweats, and chills. TB disease outside the lungs may cause meningitis or disease of the lymph nodes, bones, joints, and skin.</p>	<p>2-10 weeks</p>	<p>Variable. After starting treatment with anti-TB drugs, a symptomatic patient may become non-infectious in as little as two weeks.</p>
	<p>WHOOPIING COUGH [Pertussis]</p>	<p>The initial signs are runny nose and sneezing progressing to cough and followed 1-2 weeks later by spasms of coughing characterized by a series of short convulsive-like coughs, followed by a high-pitched gasp of air called a whoop, commonly followed by vomiting. Fever is absent or minimal. Symptoms wane gradually over weeks to months. Disease in infants younger than 6 months of age can progress quickly, with gagging, gasping, or apnea as prominent early manifestations; absence of whoop; and prolonged convalescence. Sudden unexpected death can be caused by pertussis. Disease in older children and adults also can have atypical manifestations when the cough is not accompanied by spasms or whoop. The duration of classic pertussis is 6 to 10 weeks in children.</p>	<p>5-21 days Average 10 days</p>	<p>Early, when a patient has common cold-like symptoms approximately three weeks after cough onset.</p>



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<b>FECAL-ORAL</b> Contamination of hands, food and drink or of objects placed in the mouth	<b>CAMPYLOBACTER</b> [Vibronic enteritis]	The disease is recognized by sudden onset of fever and abdominal pain and diarrhea which may be severe. There may also be vomiting or blood in the stools.	1-10 days Average 2-5 days	Throughout the illness (1-2 weeks). If not treated, up to 7 weeks.
	<b>E. COLI O157</b> [Escherichia coli, Shiga Toxin]	Sudden onset of diarrhea that may become bloody on day 2-3 of illness. Severe abdominal cramps, nausea, vomiting; usually no fever. Some infections can lead to a life-threatening complication involving the kidneys called hemolytic-uremic syndrome (HUS). Highly infectious.	Variable 2-10 days	For duration of diarrhea thereafter until stool is culture-negative.
	<b>GIARDIASIS</b> [Protozoan diarrhea]	Chronic, intermittent diarrhea, bloating, foul-smelling stools and fatigue and weight loss. Sometimes observable symptoms are not present.	1-4 weeks	Entire period of infection, often months.
	<b>SALMONELLOSIS</b> [Acute gastroenteritis] [Food poisoning]	Sudden onset of fever, abdominal cramps, diarrhea, possible vomiting, and possible dehydration. There may be blood in the stools.	6-72 hours Average 12-36 hours	Variable. Throughout the course of illness. Infants can be carriers for extended periods of time.
	<b>SHIGELLOSIS</b> [Acute gastroenteritis] [Food poisoning]	Sudden onset of fever, diarrhea, abdominal pain. Loss of appetite and vomiting may also occur. There may be blood, mucus, or pus in the stools. Highly infectious.	Average 1-3 days	From onset of illness until stool culture is negative.
	<b>VIRAL GASTROENTERITIS</b> [Norovirus and related caliciviruses (winter vomiting disease); Rotavirus]	Abrupt onset of illness characterized by any combination of the following symptoms: nausea, vomiting, diarrhea, abdominal pain and discomfort. Fever, if present, is usually low-grade. Occurs most often between November and April, but can occur at any time. Highly contagious illness. Transmission may also occur through aerosolite of vomit vs. containing the virus.	24-72 hours	From onset of illness until 3 days after symptoms subside. In rare circumstances the contagious period may last up to 2 weeks after recovery.
	<b>HEPATITIS A</b> [Infectious hepatitis] [Epidemic jaundice]	Sudden start with loss of appetite, nausea and abdominal pain or discomfort and fever. Within a few days, jaundice occurs with yellowing of eyes and skin and darkening of urine. Symptoms are generally much milder in young children or may be absent compared with adults.	15-50 days Average 28-30 days	1-2 weeks before symptom onset to one week after jaundice development. Virus shedding may occasionally last up to several months.



Immunizations can help prevent this illness; the vaccine for this disease is part of the U.S. recommended immunization schedule for children.

Other serious diseases such as polio, typhoid, syphilis, hepatitis B, and gonorrhea are not included on this chart because their occurrence is less common than diseases listed here.

Should one of these illnesses be suspected in a child, it must be reported immediately to the local health authority and to the licensing consultant.

### Common Nuisance Diseases

PRINCIPAL MODE OF SPREAD	DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD
INFESTATIONS  Contact with others, including their belongings	HEAD LICE [PEDICULOSIS]	Gradual onset of itching and burning. Scalp becomes dry and pink with patches that tend to spread, become rough and flake-off. Hair may become matted, as nits (white eggs) stick to hair shafts. Close examination shows nits on hair near the scalp or crawling lice. Guidelines for head lice treatment, recommended policies, sample letters, and education can be found in the Michigan Head Lice Manual at <a href="http://www.michigan.gov/cdinfo">www.michigan.gov/cdinfo</a> .	6-10 days	Until eggs and lice in hair and on clothing and bedding have been destroyed.
	RINGWORM [Tinea capitis; tinea corporis]	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ring-shaped lesions. The outside is usually red while the skin on the inside tends to appear lighter.	Unknown	As long as lesions are present and spores persist on contaminated materials.
	PINWORM [Enterobiasis]	A mild illness with itching in anal area, disturbed sleep, irritability and local irritation due to scratching.	Unknown	As long as the female worm survives in the intestine.
	SCABIES [Itch Mite]	A skin infection caused by microscopic mites, characterized by pimples and tiny burrows that appear as slightly discolored lines. Intense itching is frequent, and often most severe at night. Areas commonly affected are skin folds, such as between fingers, inside elbows, inner thighs, waistlines, genital areas, and between buttocks. Since all close, skin-to-skin contacts of a confirmed scabies case should be treated, it is best practice to confirm a scabies infestation by asking a healthcare provider to obtain a "skin scraping" of an affected area and to visualize mites or eggs through a microscope. Guidelines for scabies treatment, recommended policies, sample letters, and education can be found in the Michigan Scabies Prevention and Control manual at <a href="http://www.michigan.gov/cdinfo">www.michigan.gov/cdinfo</a> .	2-6 weeks for first infestation. 1-4 days for those infected before.	Until mites are destroyed by treatment. Cases should be re-evaluated every week for 4 weeks for symptom resolution. Consideration for repeating treatment should occur if symptoms do not resolve.



Portland Public Schools  
Little Raiders Preschool Program

<b>DIRECT CONTACT</b>  Direct skin contact with wounds or discharges from an infected person.	<b>IMPETIGO</b> [Impetigo contagiosa]	An inflammatory skin disease marked by isolated pus-filled spots which become crusted and break, releasing a straw-colored fluid. Occurs principally around the mouth and nostrils.	4-10 days	As long as pus-filled lesions continue to drain.
	<b>HERPES</b> [Herpes simplex; cold sore; fever blister]	An infectious disease characterized by thin-walled blisters which tend to recur in the same area of skin. Common sites include the lips, gums, cheeks, and eyelids.	2-12 days	Up to 7 weeks after first infection and whenever blisters are present in repeated episodes.
	<b>PINKEYE</b> [Epidemic form of acute conjunctivitis]	An irritation of the mucus membranes which line the eye accompanied by a discharge of tears, swelling of lids, extreme sensitivity to light, and a buildup of a sticky fluid which dries to a straw-colored crusty material and tends to accumulate at the corners of the eye.	27-72 hours	During the period of active infection. Some children recover in only a few days but many cases take 2 to 3 weeks.
	<b>HAND, FOOT &amp; MOUTH</b> [Herpangina]	Sudden onset of fever and development of tiny blisters inside of the mouth and throat and on the extremities. Viruses can be shed in respiratory secretions, feces and fluid from blisters.	3-6 days	Probably from 2 to 3 days before onset to several days after onset.
	Staphylococcus Aureus and Methicillin-resistant Staphylococcus Aureus (MRSA)	A bacterial infection that may sometimes be resistant to certain antibiotics. Common staph is a skin lesion or soft tissue infection that may look like a pimple or boil. A draining lesion or purulent wound discharge is a common source of spread. Staph is also commonly found on the skin or in the anterior nares, but not causing infection, known as a carrier state.	Varies and can be indefinite	As long as lesions continue to drain or indefinitely in the carrier state.

**HEALTH APPRAISAL, IMMUNIZATIONS & BIRTH CERTIFICATE**

The Great Start Readiness Program may not accept your child unless they have had the minimum immunizations completed by the first day of attendance. A certified copy of your child's birth certificate is requested for proof of age and for accuracy of legal name. Students must have a current Health Appraisal form on file within thirty (30) calendar days of the first day of attendance. Students not meeting these requirements will be excluded from the program.

**EXCLUSIONS**

Children in the program will not be excluded or expelled because of requiring extra support or assistance in the classroom. Short term exclusions may occur in order to secure appropriate support if the health and safety of children or others are at risk.





## IMMUNIZATION 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 months 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 from your local 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 (chickenpox)**

**3 doses of Hep B**

## 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 child care centers available from regional OSHA offices. See R 400.5102a bloodborne 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.



## **Hand Washing Procedures – Children**

### **When to Wash Hands:**

- After using the restroom
- After sneezing, coughing, blowing their nose, or using tissue
- After handling garbage
- 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 the child rub hands together under the water for at least 20 seconds. Tip: Try having them sing Happy Birthday or the ABC's while scrubbing.
- Rinse hands under warm water.
- Dry hands with disposable paper towels.

## **Hand Washing Procedures – Adults**

### **When to Wash Your Hands:**

- Before starting work
- Before handling food
- 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
- After sneezing, coughing, blowing their nose, or using tissue
- After handling garbage

## **INCLEMENT WEATHER/EMERGENCY PROCEDURES**

In the event of a fire, tornado, active shooter, or other disaster situation, student safety is the staff's first priority. If an emergency situation were to arise, staff will move the children immediately to a safe location and remain there until the emergency no longer exists. Detailed plans are posted in the center and at least one fire drill and one active shooter drill will be held/practiced quarterly along with 2 tornado drills between the months of April and October. In the event of a fire, the children will be evacuated from the building using the nearest exit and removed to a safe place away from the building. All exits are clearly marked. These drills will be documented in a log kept at the center.

### **The following is the policy for bad weather conditions:**

**Snow Days** If PPS is closed, Little Raiders/GSRP Preschool will be closed.

**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 the 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. In the event of a tornado warning, each classroom has a specific Tornado Plan posted in their room. You are welcome to see this anytime you would like.



Sometimes events happen which cause a planned day of school to be canceled or begin late or end early. Portland Public Schools has plans for dealing with such events. The Superintendent of Schools makes the decision to close school or delay its start based on the most current information available. Reports from area police agencies, road commissions, and the National Weather Service help him make informed decisions. When the decision to close school or delay its opening is made announcements will be made through School Messenger and will be posted on the following radio stations and television channels:

**Television:** WLNS (Channel 6) WZZM (Channel 13) WOOD (Channel 8) WOTV (Channel 41) WILX (Channel 10) WSYM (Channel 47)

**Radio:** WJXQ (106.1 FM) WHZZ (101.7 FM) WWDX (92.1 FM) WITL (100.7 FM) WVIC (94.1 FM) WFMK (99.1 FM) WQTX (92.7 FM) WJIM (1240 AM/97.5 FM)

In case of an early closing of school, it is important to your child's safety to have a rehearsed routine for such an event. If the routine is different from your normal routine, please include this information on the back of the student emergency card. Please, remember that the telephone lines to Oakwood, Westwood, the Board Office and the Transportation Office must remain open in case of an emergency. All information will be announced on the listed television channels and radio stations.

#### **CRISIS MANAGEMENT PLAN**

In the event of an emergency the Little Raiders Preschool will follow the Oakwood Elementary Emergency Response Plan of a needed evacuation that could be caused by gas leaks, chemical spills, or another type of potentially threatening situation. Detailed information is kept in the classrooms regarding where the children will go. An individual plan will be created if needed for accommodations of children with special needs.

In the event that a school/classroom needs to evacuate the children, our staff's priority is the safety of your children. If an evacuation were necessary, children will be taken by the classroom staff along with the child information cards to an appropriate evacuation area designated by the school district. The local school districts notification system will automatically contact families by phone to notify them of an emergency. Depending upon the nature of the emergency, families will be notified through the system where the children will be going. Teachers will have their phones with them to be in contact with families during this crisis. Prior to the staff leaving the classroom, the teacher will check for all students and once they arrive at the evacuation area to make sure all children are accounted for. Children and staff will stay at the designated evacuation area until the students are released by the principal or law enforcement. Upon returning to the classroom, attendance will be taken once more.

#### **PESTICIDE INFORMATION**

Portland Public Schools will provide notice before treating the building with pesticides. We take responsibility for notifying families if treatment is to take place. Prior to pesticide applications, families will receive advanced methods of notice on Brightwheel and email from PPS.



### **DAILY SCHEDULE**

When schools are closed for holidays, breaks, and scheduled non-attendance days, Little Raiders Preschool Program will be closed as well. The GSRP program must be in session for a minimum of 30 weeks. Please see the last page of the handbook.

### **DRESS AND EXTRA CLOTHING**

The Little Raiders Preschool recommends play clothes that are comfortable, washable and free for children to participate in all activities. Children should dress for active play and hands on fun both indoors and outside. Water activities, sand play, and occasional bathroom accidents necessitate that an extra change of clothing be kept at school at all times. Please provide an extra set of clothing, appropriate for the season, that can be kept at school (socks and underwear too). Be sure to put your child's name on **ALL** clothing. Place their clothing in a Ziploc gallon size bag labeled. Paint shirts are provided by the program for art and water activities. If wet or dirty clothing is sent home, please return a clean, extra set of clothes the next day your child attends.

### **WINTER DRESS**

During winter months, we will encourage children to dress independently for outside play. If you need to purchase new items, we would suggest: one-piece snowsuits, mittens (not gloves), and slip-on boots that don't have to be tied.

### **OUTSIDE PLAY**

- Children will play outside twice a day for 30 minutes.
- Children will need appropriate clothing to ensure they are comfortable and safe during the different seasons.
- **Rainy Days**-Teachers will plan indoor activities on rainy days. When the weather is only damp or misty, children usually go outside at least for a short time.
- **Wind-Chill Days**- If the wind-chill factor is below **0** children will remain indoors. However, most snowy days, children will go outside. Please make sure you provide snow pants, boots, hat, mittens and coat. Extra socks and clothes are always a good idea to have in the backpacks.
- **Heat Index**-During warm weather, staff will check the heat index to determine safe conditions to play outside.

### **BIRTHDAYS AND HOLIDAYS AND OTHER SPECIAL OCCASIONS**

It is exciting and fun for children to be honored on their birthday by sharing a treat or snack with their friends. However, the program can only allow pre-packaged treats that are of good nutrition value. The following are some items that may be offered: yogurt cups, cheese sticks, individual bags of pretzels or crackers, veggies and dip that have been prepared by the store, granola bars, applesauce cups, apples, bananas, oranges or other fruits that are whole. We will not be able to serve cupcakes and cookies for special events. Similarly, holidays are special times for many families, but the program recognizes that all children may not honor the same celebrations. As a result, there will be no parties centered around traditional holidays. The teaching staff will be offering opportunities for families to come in and celebrate different topics that they have studied during the school year. If you want to share a food item in the classroom and are unsure what to bring, you can ask your child's teacher.



### **PERSONAL BELONGINGS**

Please do not send toys, candy, gum, sharp objects, play guns, medication, or money to the school. Staff cannot accept responsibility for the loss or damage of personal possessions. Labeling all personal belongings helps us avoid loss.

### **HOME VISITS**

One of the requirements of the program is that we have 2 home visits per year; the first typically occurs prior to your child starting school and the second occurs in March prior to the local Kindergarten screenings. Home visits will be one hour in length. Of course, we hope that if you have any questions or concerns at other times during the school year that you will let us know. The visits will always be scheduled ahead of time and we send reminder notes or call as well. The children are excited to have their teachers come to their home and we enjoy it too! The visits give us a chance to learn more about your family and child's interests, inform you more about the program, partner with you on a goal for your child while in preschool and keep you updated on your child's progress using reports from our TS Gold Assessment. Please remember, we are not the white glove inspection team! We aren't coming to see your house. We are coming to visit and get to know you and your child better.

### **PARENT TEACHER CONFERENCES**

Conferences with your child's teaching staff also occur two times per year; with the first one typically occurring in the fall often when the local district is having conferences and the final conference occurs during the final weeks of school usually in May. The length of the conference is 45 minutes. The conferences are a time for you to learn how your child is doing in the classroom through the use of various reports provided by the TS Gold Assessment, assess progress on your individual goal and discuss ways you and the teaching staff can mutually support your individual child's needs.

### **FIELD TRIPS**

Little Raiders classrooms may take field trips at various times throughout the year. We also have volunteers who may come to the school to give the children a wide variety of learning experiences. Parents are required to sign a permission slip for each field trip. Children who do not have written parental permission may not attend the field trip. Parents who want to volunteer to help with field trips will need to have an I-Chat completed and on file with Portland Public Schools as well as a PSOR Clearance, Public Sex Offender Registry Clearance. We are not able to accommodate siblings on the field trips.

### **REST TIME POLICY**

Our program offers a rest or quiet time for one hour after lunch. Please provide a small travel size blanket in a reusable bag. On Fridays blankets will be sent home for laundering and will need to be returned on the next school day. Rest time is an opportunity for children who need to sleep to take a little nap. Each child will have a cot or mat available to them to rest on. After lunch, children go to the bathroom and then get their own blanket and get settled in their space. Once all children are on their cots the lights are turned off and soothing music is played in the background. Teaching staff move around the room to support children by talking softly and rubbing their back to help them relax and go to sleep. If children are unable to sleep, they may do other activities such as look at books, color or listen to stories on headphones. After one hour,



children are gradually awaked by opening the blinds or by going to each cot and providing a pat on the back to let them know that rest time is over. Children wake up gradually, take care of their own items, and help take care of their cots. The cots or mats are disinfected daily.

### SANITISING PROCEDURE

Food preparation areas, bathrooms, tables and other surfaces will be sanitized using the guidelines set forth by the local Health Department. Tables must be done before and after food preparation and eating. Areas are first washed with soapy water, rinsed with clean water, submerged or sprayed with a bleach solution and allowed to air dry. Food preparation area, tables and other surfaces will be sanitized before and after each use. Bathrooms will be sanitized as needed. Toys and other equipment will be sanitized weekly or as needed.

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

- Wash the surface or article vigorously with 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.

Examples of sanitizing solutions include but are not limited to:

- Water and unscented 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.

### FOOD AND NUTRITION

All children in the program will be provided with food via Portland Public Schools Meal Program. Each Little Raider student will receive breakfast, lunch and a snack. Milk and water will be offered with breakfast and lunch. The meals are nutritious and prepared and served in accordance with the School Meal Program standards. **School menus will be posted on Brightwheel and sent home monthly in the Friday folders.** Menus with noted food substitutions will be posted on Brightwheel.

All children must eat the meals that are provided. ***If your child has any food allergies, please make sure you indicate this on your Child Licensing Card*** and have your physician provide a list of alternate foods your child may eat. Children are not allowed to bring food or drinks to school due to allergy concerns and Child Care Licensing rules. The determination of whether or not the center will be peanut free is dependent upon the needs of children that are in the classroom and/or the policy of the school building. If you do not feel your child can eat the meals

that are provided, due to severe allergies please inform your child's teacher of his or her needs so accommodations can be made by the school food program or GSRP program. Hydration of the body is important for learning! Children will need to bring a water bottle from home and will have the opportunity to refill it during the day as needed. Water bottles will be taken home for cleaning on a daily basis.

Meal time is an important time for children in the program to develop skills and learn about nutrition. All Little Raiders programs eat family style. Adults in the classroom sit at the table, eat, or sample the same foods as the children, and participate in child-initiated conversation. The staff



encourage children to talk with each other and be social during this time, use language to request items and describe foods, try new foods, explore where food comes from, understand what constitutes healthy foods and choices, to open containers/packages and take care and clean up their own items when they are done. Materials from the USDA nutrition resource, **Nutrition and Wellness Tips for Young Children** and from the **Let's Move** program will be incorporated into the classroom and information and tips will be sent home to parents to help provide support at home for healthy, creative, balanced and physical lifestyles and practices.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html) , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442

(3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

### **FLEXIBILITY IN MEAL SERVICE**

ISDs and local programs may adopt meal service policies allowing families to provide meals and/or snacks for their children. There are several conditions that must be met:

- Families must not be expected or encouraged to provide food for their child or the program. The program must continue to provide meal and snack service meeting Child and Adult Care Food Program (CACFP)/School Nutrition Program (SNP) requirements
- Families choosing to provide their own meals and snacks must sign an agreement stating their intent and their understanding of the requirements. (Form is attached)
- When a family has signed an agreement, the program is not required to provide a meal or snack when the family is providing it, however the program must have a plan for addressing times when a meal or snack is forgotten, spilled, or insufficient
- All licensing requirements for food service must be met
- In GSRP classrooms, the highest standard from the program must be adhered to



- Family-style meal service must continue. Children of families who provide food intermingle with the rest of the class at snack/meals, sitting and eating with the rest of the class and participating in all other aspects of the family-style meal, and
- Meals and snacks provided by families must also meet CACFP/SNP requirements except when documented food allergies or intolerance or family beliefs prohibited. If inappropriate foods are provided, teaching staff with the support of food service providers, program administrators, and ECS must work with families to meet the requirements or utilize the provided meals.

### **MEAL SERVICE ENVIRONMENT**

- Meals take place in the classroom, away from high traffic areas. Noises and distractions are minimized or eliminated
- A non-carpeted surface provides for easier clean-up
- Children have enough space at the table for serving, passing, and eating comfortably
- Serving utensils are child-size with comfortable handles. Small scoops, tongs, and spoons may work best. Measuring cups with handles can be ideal for supporting both fine motor and concept development. Use small pitchers with handles and pouring spouts for serving beverages where possible. Bowls with wide lips are most easily handled by young children. Plastic serving bowls are light-weight and don't conduct heat
- A gallon ice-cream container along with cleaning cloths, make fun clean-up materials for child use.

### **CHARACTERISTICS OF FAMILY-STYLE MEALS**

- Children assist to prepare for snack or mealtime by assisting with washing and setting tables
- At the beginning of the meal, children bring food to the table in serving bowls, plates, or baskets that children can use comfortably. There are serving utensils for all food
- Children choose where they will sit. At least one adult sits at each table where children eat and eat or sample the same foods children do. Adults typically position themselves in a mid-table position, to more easily provide support and have rich conversation with all children
- Food is passed from one person to another
- Typically, an adult begins passing each food item, modeling with action and words as they serve themselves. For example, "Today we have yellow string beans. I am taking one spoonful of beans and then I'll pass them to my friend Natalie. Natalie, here you go! You might want one or two spoonfuls of beans." Adults provide verbal descriptions as they model how to pass bowls and show children how to use two hands while holding a bowl on the outside so that their fingers do not touch the food. Adults model how to pour and scoop using appropriate utensils. Adults model conventional table manners, such as waiting for turns, passing foods and saying "please" and "thank you." Children are offered each meal component and make their own food choices based on individual





appetites and preferences. Children choose whether to eat, what to eat, and how much to eat. Enough food must be available to meet meal pattern requirements and to allow for seconds.

- Rather than acting as servers, adults sit at the tables with children throughout the snack or meal, unless more food is needed from larger or high-temperature containers
- Everyone serves themselves. Children are encouraged to take a portion of each food component. Family-style meal service affords some latitude in the size of initial servings because replenishment is immediately available.
- Adults offer minimal assistance as needed. In the rare instance where one child needs more help than others, the adult can encourage peer support, and/or the child can be encouraged to sit near an adult at the start of the meal.
- Some food will spill as children serve themselves. The adult remains seated as the child (and sometimes peers) is calmly supported to clean up spills, wash hands, and return to their meal
- Adults participate in child-initiated conversation; and
- Children help clean up by clearing their places at the table, disposing of their leftovers, washing the table, and pushing in their own chairs. Preparation suggestions include having a nearby pail of soapy water and small cloth. If a cleaning bucket is used, it is cleaned after each meal service and cloth is either disposable or laundered after each meal service. Adults do final cleaning/sanitizing after the meal has ended and children have left the table.

#### **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.

#### **DENTAL**

Dentists recommend that children have their first dental check-up around 4 years of age. Portland Public Schools offers a mobile dentist in which your child would be able to see on site at Oakwood. Once the mobile dentist is scheduled at Oakwood we will contact parents to see if they would be interested in having this service for their child. This is a free service.

#### **BEHAVIOR MANAGEMENT/DISCIPLINE POLICY**

At the Little Raiders Preschool, we are committed to providing a safe environment for learning. Our goal is to help a child become an independent person who will be able to practice self-discipline. Various strategies are available to all students to support their growth and development by teaching expected behaviors (ex: visual supports, reteaching and class meetings) as well as social skills (sharing, taking turns, problem solving) all year long. Our staff will provide a consistent and challenging learning environment with physical activity to prevent promoting positive behavior. Our program has established PBIS - Positive Behavior Intervention Support. PBIS is a proactive, team based framework for creating and sustaining safe and effective schools. PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. Schoolwide PBIS increases the capacity of schools



to educate all students utilizing research-based school-wide, classroom and individualized intervention. The approach is designed to help create a climate of cooperation, academic excellence, respect and safety at Oakwood Elementary. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

In instances where a child is having difficulties that could cause physical or mental harm to self or others, we will, as much as staffing allows, remove that child from the group and help resolve the difficulties in private. Our goal is to always protect the child's self-esteem, dignity and encourage growth. The parent may be contacted to pick up the child if he/she is unwilling or unable to regain self-control or if the child presents a danger to other children or staff.

If a child is presenting behaviors that could harm themselves or others and has escalated beyond verbal communication, CPI (non-violent restraining) may be deemed necessary. Staff are trained and certified in this crisis management technique. In this instance parents will be notified and a district incident form will be completed. It's important for parents to take a supportive and active role in working with the preschool staff to create a positive learning situation for the child.

Guidance for concerning behaviors which may lead to suspension (reset day) or expulsion from the Little Raiders Preschool:

- **Minor infractions**

1. Continued name calling after 2 verbal and or visual reminders
2. Continued touching of students (not harmful) after 2 verbal and or visual reminders
3. Verbal threat to another student or staff member  
(based on severity, to the director's discretion)

- **Major infractions**

1. Name calling after minor infraction
2. Touching after minor infraction
3. Touching to purposefully harm another student or staff member
4. Hiding from staff
5. Throwing or destroying objects

**The following means of punishment shall be prohibited:**

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- 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.



- Confining a child in an enclosed area, such as a closet, locked room, box or a similar cubicle.

### **SUSPECTED CHILD ABUSE OR NEGLECT:**

#### **Protective Services Referral Policy**

All Little Raiders Preschool staff are mandated reporters. The Child Protection Law requires mandated reporters to make an immediate verbal report to Department of Health and Human Services (DHHS) upon suspecting child abuse and neglect, followed by a written report within 72 hours.

### **FRIDAY FOLDERS**

Friday Folders will be sent home on Fridays and will have important information, classroom news and work from your child's week. Please return folders on the next school day in your child's backpacks.

### **NEWSLETTERS**

Each month classroom teachers will publish a newsletter to update you about new topics we are learning. The newsletter will include important dates, upcoming activities and events and a summary of previous learning. Teachers will post their newsletter on Brightwheel each month.

### **BOOK ORDERS**

Each month your child's teacher will send home Scholastic Book orders. Please do not feel obligated to make a purchase. Teachers will use the points they earn to buy new books for their classroom library. You can order books online or by using the paper order form. Please make checks payable to "Scholastic". Paper orders need to be turned into your child's teacher.

### **PHOTOGRAPHS AND VIDEOS**

To document student learning and share the wonderful activities happening in our classroom, teachers will take photos and videos. Each classroom will have a Brightwheel page where we will post photos, student work, and samples from the classroom.

### **VOLUNTEERS**

Parents and family are always welcome in the Little Raiders classrooms. We have an open-door policy and encourage your participation. All school volunteers must fill out a Criminal Background Check (I-CHAT) form. This must be completed on a yearly basis to ensure the safety of our students. Volunteers are required to check in and out at the main office and receive a visitor badge. Volunteers will also be required to have a PSOR, Public Sex Offender Registry Clearance on file prior to volunteering in the classroom.

### **LICENSING**

- Little Raiders/GSRP is licensed by **LARA, the Department of Licensing and Regulatory Affairs**. The preschool will continue to have inspections and the licensing notebook is available to be looked at during classroom hours.
- Licensing inspections and special investigation reports from at least the past 2 years are available on the child care licensing website at **[www.michigan.gov/michildcare](http://www.michigan.gov/michildcare)**.
- All employees of the Little Raiders preschool have criminal and child protective services background checks.



- All employees are also current with First Aid and CPR training.

### **RELEASING A CHILD TO A PARENT UNDER THE INFLUENCE OF ALCOHOL OR DRUGS**

In order to protect children from being placed in a serious danger, Little Raiders Staff will do the following if they suspect a parent appears to be incapacitated due to alcohol or drug use.

1. Remove the child from the situation and take them into the school building.
2. A staff member will call the emergency person listed on the child's emergency card for assistance.
3. Call local law enforcement if he/she drives away from school.

### **STAFF SCREENING POLICY/CLASS RATIO**

Little Raiders employ staff based on education and experience. To insure the safety of all children a criminal history background check and DHS clearance is conducted on all staff members. In addition, all staff must be fingerprinted and are reported to licensing. All staff have a PSOR, Public Sex Offender Registry Clearance on file. All staff are certified in blood-borne pathogens, CPR and First Aid yearly. A staff ratio of 1 adult to 10 for the 4 year olds is maintained.

### **PARENT NOTIFICATION REGARDING CHILD CUSTODY**

Little Raiders Preschool recognizes equal rights of parents and guardians as indicated on a certified birth certificate or legal court order. In cases where parents/guardians are legally separated, divorced and/or those parents who simply have ongoing custody issues between them, the parental rights of both parties will be equally recognized by our school, unless and until a parent/guardian has presented a legal court order that specifically restricts or denies the non-custodial parents access to the child in school. Little Raiders will follow the most recent court order on file. It is the parents responsibility to provide a copy of the court order and any new court orders.

### **CULTURAL DIVERSITY**

Each child that participates in the GSRP program is unique and different as is each family that they come from. The GSRP program values the traditions, customs, beliefs and history that each 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 your interests and artifacts that you may have at home. Family is the root of all learning and our program desires to include the family in all aspects of the early learning program.

Teaching staff are trained on an annual basis on a variety of aspects of cultural diversity and competence. Staff will refrain from making assumptions and efforts will be made to further their understanding of cultures within the community and to improve their skills by supporting their knowledge and learning. Staff members recognize that each individual family represents their own unique culture. Reasonable efforts will be made by staff to support you by communicating with you and your child in your child's native language; offering to conduct conferences with both parents if parents are separated or divorced and alternating the home visits for children who are living in a joint custody, dual household situation.



### **NOTIFICATION TO PARENTS REGARDING DATA**

The GSRP program may be selected to participate in national, regional or statewide GSRP studies that require collection of data about participants. If this is requested, the Ionia ISD and all of its sub-recipients will comply with the request.

### **GRIEVANCE POLICY**

As indicated before, if you have a concern about something related to your child's preschool program the best place to start to resolve your issue or concern is with your child's teacher. Talk about your concerns with the classroom teacher to see if you can reach a solution. If that does not work, you can also contact the program administrator.

\*\* Thank you for choosing the Little Raiders Preschool! We are so excited you are joining our family! We will love and respect your child. We will help them grow and develop emotionally, socially, physically, and academically!



**Our Preschool Day**

<b>Time</b>	<b>Activity</b>	<b>What we are learning...</b>
8:45	Arrival	
8:55	Morning Routine	Students do the morning routine as they arrive. Each one puts their belongings away, signs in and answers the question of the day.
9:15	Greeting & Morning Meeting	<p>Students make meaningful connections with each other and our school family. This is done by welcoming each other to school by a song or activity.</p> <p>Morning Meetings consist of a greeting message that helps build literacy. Next the students have an opportunity to share with each other, helping improve relationships, listening skills and patience. Lastly, we do a group activity that can be study related or focused on a variety of skills.</p> <p>Through these meetings we are trying to set the tone for respectful learning, establish a climate of trust, motivate students to feel significant, create empathy and encourage collaboration.</p> <p>Meals will be served family style, students are working on fine motor skills, taking care of their own needs and social interaction skills. When a student is finished eating, they will use the bathroom and read with a peer or individually</p>
9:30	Morning Snack	Meals will be served family style, students are working on fine motor skills, taking care of their own needs and social interaction skills. When a student is finished eating, they will use the bathroom and read with a peer or individually.



9:45	Gathering Time	A book is read which is related to our focus. Students can join in, make connections, and share thoughts and ideas about the story. This will support their reading comprehension, book knowledge, and/or phonemic awareness. We may also do connecting activities (graphs, charts, etc..) to build language, social skills, science/math concepts, and various literacy skills
10:00	Small Group	The class will be split into two or three groups based on ability, child's interest, or random selection. Project Study related activities and various skills are worked on at this time.
10:30	Outside	Various gross motor activities are set up around the playground to practice and develop various skills. Students can also play on the play structure and swings. During inclement weather, gross motor skills will be practiced inside.

11:00	Choice Time	Students pick a center they want to work at with a friend or independently. Students change centers as they wish. The classroom centers are Dramatic Play, Computers, Writing, Library, Music and Movement, Blocks, Art, and Discovery. Play-dough, Water and Sand tables are also available every day. In all areas of the classroom children will have an opportunity to work on literacy, math, science, art, fine motor, gross motor and social skills.
12:15	Lunch	Students are working on fine motor skills, taking care of their own needs and social interaction skills. When finished children will head to the carpet to work independently or together on a quiet learning activity.
12:45	Rest Time	Students will help set up for rest time and fill out their daily log. Students will then rest quietly on their cots. Staff will rub backs and sit with students.



1:45	Book Look/ Quiet Activities	Children will look at books, engage in puzzles or other quiet activities while peers are waking up from rest time.
2:00	Music and Movement	Music time is filled with songs, rhymes, instruments, and the use of gross motor equipment. Through music the students learn language, math, music, social skills and gross motor skills.
2:15	Outside	Various gross motor activities are set up around the playground to practice and develop various skills. Students can also play on the play structure and swings. During inclement weather, gross motor skills will be practiced inside.
2:45	Afternoon Meeting	The second meeting we will focus on building social and character skills. Activities may include reading a book, a social skill activity or a science experiment.
3pm	Afternoon Snack	Meals will be served family style, students are working on fine motor skills, taking care of their own needs and social interaction skills. When a student is finished eating, they will use the bathroom and read with a peer or individually
3:30	Journals	Students draw and write about their day at the tables. Students are learning about concepts of print, writing letters, sounds, and strengthening fine motor skills.
3:45	Prepare to go Home & Outside	Students will help gather their belongings and prepare to head home. Various gross motor activities are set up around the playground to practice and develop various skills. Students can also play on the play structure and swings. During inclement weather, gross motor skills will be practiced inside.





Portland Public Schools  
Little Raiders Preschool Program

4:00	End of the day	Preschool Closed
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**LITTLE RAIDERS PRESCHOOL  
STATEMENT OF UNDERSTANDING AND PERMISSION**

Student Name: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

**FIELD TRIPS**

I give permission to Little Raiders Preschool to take my child on walking field trips in the neighborhood around the school. All field trips will be chaperoned by a minimum of 2 staff members. I will be notified of all out of the neighborhood and bus field trips.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

**MOVIES**

I give permission for my child to watch movies. Please circle one or both (G Rated, PG Rated)

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

**SUNSCREEN AND BUG SPRAY**

I give permission to the staff of Little Raiders Preschool to apply sunscreen and bug spray as needed to my child. Sunscreen must have a UV protection of at least 35 and parent provided.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

**ALTERNATIVE CARE**

I have arranged alternative child care for days Little Raiders Preschool is closed.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

**EMERGENCY MEDICAL TREATMENT**

I, hereby give permission to the Little Raiders Preschool, **Licensed by DHS**, to secure emergency medical and/or emergency surgical treatment for the above named minor child while in their care. Non-emergency medical treatment or elective surgery is not included in this authorization.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

**IMMUNIZATIONS**

My child's immunizations are up to date. A current record of his/her immunizations and completed Health Appraisal form are both on file with the Little Raiders Preschool.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_



### STATEMENT OF GOOD HEALTH

This acknowledges that my child \_\_\_\_\_ DOB \_\_\_\_\_

Who attend the Little Raiders Preschool, a program licensed by the **Department of Human Services Bureau of Child and Adult Licensing**, are in good health. My child has up to date immunizations with the record on file or the appropriate waiver at their school. My child is in good health, and free of communicable diseases, and I the parent / guardian assume responsibility for the said child’s state of health while at the PPS Latchkey, with the understanding I will be notified immediately when anything unforeseen in this regard occurs.

### PARENT NOTIFICATION OF LICENSING NOTEBOOK Child Care Organization Act, 1973 Public Act 116

I understand that Little Raiders Preschool maintains a notebook of all licensing inspection reports, special investigation reports and all corrective action plans which are available to parents for review during regular business hours. Licensing inspection and special investigation reports from at least the past two years are available at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

### PLAYGROUND INFORMATION

I understand that my child will be using the playground at Oakwood Elementary and local playgrounds. The playground equipment may or may not comply with the standards of the playground equipment Safety Act.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

### PESTICIDE INFORMATION

PPS provides notice before treating the building with pesticides. We take responsibility for notifying families if treatment is to take place. Prior to pesticide applications, families will receive advanced methods of notice on Brightwheel and email from PPS.

\_\_\_\_\_ Yes \_\_\_\_\_ No Initials: \_\_\_\_\_

### LITTLE RAIDERS HANDBOOK ACKNOWLEDGEMENT

By signing below, I acknowledge I have read and completed all of the above statements. I will abide by their policies and procedures.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



### LITTLE RAIDERS PRESCHOOL PHOTO RELEASE

Student Name: \_\_\_\_\_

Parent/Legal Guardian Name: \_\_\_\_\_

**\*\*\*\*\* Please check the one that you agree to and sign the bottom of the form.**

\_\_\_\_\_ Yes, I give consent to the Little Raiders Preschool program to photograph my child for school purposes and or school events.

As the parents/legal guardians of \_\_\_\_\_  
I hereby agree to the use of photographs/videotape taken by the Little Raiders Preschool, during the school year for publicity, promotional and ot educational purposes (including publications,presentations or broadcast via newspaper, internet or other media sources).

\_\_\_\_\_ No, I do not authorize the Little Raiders Preschool program to photograph my child for any event.

Parent/Legal Guardian Signautre \_\_\_\_\_ Date: \_\_\_\_\_



### Food Allergy and Sensitivity Questionnaire:

Student Name: \_\_\_\_\_

**If no food allergy or sensitivity exists – DO NOT complete beyond this point.**

---

Yes

No

Has a doctor told you your child shouldn't eat certain foods?

Foods (appearing on menu) will only be omitted with physician documentation.

What food(s) is he/she allergic or sensitive to?

\_\_\_\_\_

What type of reaction does he/she experience?

\_\_\_\_\_

Yes

No

Does he/she have a reaction only when they ingest food?

What should we do in the classroom when this food item is served?

\_\_\_\_\_

Allergic reactions can be different each time your child comes into contact with the allergen.

Allergic reaction occurs in child when allergen is (select all that apply):

- Ingested     Contacted     Inhaled

Does the child have a physician prescribed Epi-pen for this food allergy?    Yes No

If yes, complete Medical Health Alert.

Name of physician diagnosing condition:

Notes:



## Counseling Offices with Therapists Who Work With Youth:

*This list is in no way exhaustive, and Portland Public Schools does not sponsor or endorse the following supports.*

<p><b>Catholic Charities of West Michigan in Ionia</b> 601 E. Washington Street Suite A Ionia, MI 48846 Phone: 616.522.0836 or 866.271.6796 <a href="http://ccwestmi.org/">http://ccwestmi.org/</a></p>	<p><b>Clinton County Counseling Center</b> 201 W. Railroad Street Suite A St. Johns, MI 48879 Phone: 989.224.6729 or 888.800.1559 <a href="http://www.ceicmh.org/">http://www.ceicmh.org/</a></p>
<p><b>Ele's Place - Bereavement Support - Free</b> <i>Grand Rapids Location</i> 2000 Michigan Street NE Grand Rapids, MI 49503 Phone: 616.301.1605 <i>Lansing Location</i> 1145 W . Oakland Ave. Lansing, MI 48915 Phone: 517.482.1315 <a href="http://www.elesplace.org/">http://www.elesplace.org/</a></p>	<p><b>The Right Door</b> (Ionia County Community Mental Health) <b>Portland Office</b> 208 W. Bridge Street Portland, MI 48875 Phone: 517.647.2128 <b>Ionia Office</b> 375 Apple Tree Drive Ionia, MI 48846 ph: 616.527.190 <a href="http://www.ioniacmhs.org/">http://www.ioniacmhs.org/</a></p>
<p><b>Clinton Street Counseling</b> 313 S Clinton St Grand Ledge, MI 48837 517-925-8375 <a href="https://www.clintonstcounseling.com/">https://www.clintonstcounseling.com/</a></p>	<p><b>Inner Access Therapy Center</b> 112 S. Depot Street Ionia, MI 48846 Phone: 616.527.2619 <a href="http://www.mentalhealthcounselingionia.com/">http://www.mentalhealthcounselingionia.com/</a></p>
<p><b>Journey's Counseling Center</b> 524 W. Main Street Ionia, MI 48846 Phone: 616.523.9033 <a href="http://www.journeyshouseofhealing.com/">http://www.journeyshouseofhealing.com/</a></p>	<p><b>Beckett Counseling Services</b> 15200 Wright Rd, Grand Ledge, MI 48837 Phone: 517 281 935 <a href="https://www.beckettcounseling.com/about">https://www.beckettcounseling.com/about</a></p>
<p><b>Viewpointe Counseling</b> 441 Swartz Court Ionia, MI 48846 Phone: (616) 5236537 Fax: (616) 5236536 <a href="http://www.viewpointecounseling.org">http://www.viewpointecounseling.org</a></p>	<p><b>Beacon of Hope</b> 9466 Cutler Rd, Portland, MI 48875 (Portland Nazarene Church) 616-594-5380 ext. 105 <a href="http://www.beaconofhope.portland@gmail.com">www.beaconofhope.portland@gmail.com</a></p>



<p><b>Perspective Therapy services</b> 1701 Lake Lansing Rd. Lansing, Mi (Eastwood Town Center) 810-494-7180 <a href="https://perspectivetherapyservices.com/">https://perspectivetherapyservices.com/</a></p>	<p><b>Community Mental Health- <i>Clinton Eaton &amp; Ingham</i></b> 812 East Jolly Road Lansing, Michigan 48910 Phone: 517-346-8200 <a href="http://www.cecmh.org/">http://www.cecmh.org/</a></p>
<p><b>Delta -Waverly Psychology &amp; Counseling</b> 4433 West St. Joseph HWY Suite 103 Lansing, MI 517-323-4099 <a href="http://www.deltawaverly.com">www.deltawaverly.com</a></p>	<p><b>Insight Counseling Services</b> 311 Harrison St Grand Ledge, MI (517) 338-3090 <a href="https://insightcounseling.live/">https://insightcounseling.live/</a></p>



<h1>Portland Public Schools</h1> <h2>2024-2025 Little Raiders Preschool</h2> <h3>Parent Calendar</h3>											
<i>School Day Program (4 Day) Runs Tuesday Through Friday Unless Otherwise Noted</i> <i>School Day Program (5 Day) Runs Monday Through Friday</i>											
<b>August</b>											
	20 - 23	Family Engagement (Home Visits)									
	26	Little Raiders Start Date - All Program Students (9-11 or 1-3 by sign up)									
	30	No School/Staff - Labor Day									
<b>September</b>											
	2	No School/Staff – Labor Day	<b>Student Schedule</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Full Day</b></td> <td style="padding: 5px;"><b>8:45 AM</b></td> <td style="padding: 5px;"><b>4:00 PM</b></td> </tr> <tr> <td style="padding: 5px;"><b>Half Day</b></td> <td style="padding: 5px;"><b>8:45 AM</b></td> <td style="padding: 5px;"><b>12:10 PM</b></td> </tr> </table>			<b>Full Day</b>	<b>8:45 AM</b>	<b>4:00 PM</b>	<b>Half Day</b>	<b>8:45 AM</b>	<b>12:10 PM</b>
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<b>Half Day</b>	<b>8:45 AM</b>	<b>12:10 PM</b>									
	13	No School									
<b>October</b>											
	11	No School									
	25	No School									
	28	No School									
<b>November</b>											
	4	No School									
	5	No School									
	25 - 29	No School - Thanksgiving Break									
<b>December</b>											
	2	School Resumes									
	23	No School - Winter Break Begins									





Portland Public Schools  
Little Raiders Preschool Program

<b>January</b>						
	6	School Resumes				
	17	No School				
	20	No School/Staff				
	27	No School				
<b>February</b>						
	14	No School				
	17	No School/Staff				
<b>March</b>						
	7	No School				
	21	Half Day Students AM				
<b>April</b>						
	4 - 11	No School/Staff - Spring Break				
	18	No School				
<b>May</b>						
	9	No School				
	23 - 26	No School - Memorial Day				
<b>June</b>						
	5	Last Day of School				





Portland Public Schools  
Little Raiders Preschool Program