



Great Start Readiness Program Parent Handbook

2022-2023

This materials was developed under a grant awarded by the
Michigan Department of Education.



Dear Parents/Guardians:

We are pleased to welcome you and your children to a new school year. Our primary goal is to create a safe and secure learning environment for all students. By working together, parents and the school community can reach this goal and build a strong foundation for student success.

Parent involvement is an essential element in ensuring student safety. As a valued partner in this process and your child's first teacher, you can play a vital role in promoting safety on our school campus. Please take a moment to review the Student Handbook with your child. By helping your child understand all of the rules and reinforcing the guidelines at home, you can help avoid any potential problems.

Our dedicated teachers, administrators and support staff look forward to a wonderful and productive school year with you and your child. Please assist us by becoming actively involved in your child's school and education.

Sincerely,

Chanel Benton
GSRP – Director

Detroit Leadership Academy prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs and activities. Children will not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting or staff attitudes and/or apprehensions. Staff will work diligently to support you child.

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School Calendar

September 12, 2022– June 08, 2023

School Hours

8:00 am – 3:00pm Monday -Thursday, No School on Friday

Emergency School Closing

In the event of severe weather or other threaten situations. Please be sure to watch the local news for school closings. We will also contact you using the information listed on the emergency card, through Class Dojo, email and mass automated phone call. If we are not able to contact you, we will contact someone listed on your emergency card.

Contact Information

Detroit Leadership Academy GSRP
13550 Virgil
Detroit, MI 48223
(313) 242-1500
Fax: (313) 242-1527

Personnel

All GSRP staff members meet the State of Michigan licensing guidelines.

Staff and Classrooms

The Great Start Readiness Program (GSRP) classroom at the DLA is licensed by the State of Michigan for children 4 years of age. It is supervised by a Lead Teacher who has a bachelor's degree and in Early Childhood Education. Other staff includes an Associate Teacher who has a Child Development Associate, and aide qualified as caregivers under state licensing. The staff for the GSRP classroom has had a complete background check with both the state police and Department of Human Services. Each received online Child Safe training as well as being certified in CPR, First Aid and trained in blood-borne pathogens. A minimum of 16 hours of training in childcare is required each year.

Fees and Tuition

GSRP is a tuition free program for families who falls below 250% of the federal poverty guidelines. Applicants 251% and above the poverty guidelines will be charged according to the sliding scale.

- Families whose income falls below 250% of the Federal Poverty guidelines pay no fee for the Great Start Readiness program.
- Families that place between 251% and 300% of the Federal Poverty Level will pay \$10 per month.
- Income and tuition fees are calculated at the time of enrollment. During the school year, if family circumstances change, a request may be made to recalculate tuition.
- Families will pay tuition monthly to the Early Childhood Accounting Office. Monthly statements will be provided.

Recruitment Plan

The Detroit Leadership Academy GSRP program will be fully enrolled with a waiting list through the following marketing and recruitment strategies:

- Notify parents of current DLA students of the opportunity for enrollment of siblings from the school through newsletters and postings.

In the event that this does not result in full enrollment the following strategies will be considered:

- Flyers: design and produce flyers for distribution to the DLA families, local families through door-to-door distribution, local agencies, block clubs, neighborhood networks.
- Posters: design and produce posters for schools, local businesses, DHS Offices and agencies
- Post on the DLA website
- Submit articles and ads in local newspapers
- Investigate postcard mailing to targeted families
- Submit information for posting on local cable TV

Enrollment

Applications and supporting documents must be submitted to the DLA office for consideration for fall enrollment beginning July 1.

Enrollment in the GSRP Program is based upon eligibility. The following program eligibility factors are considered: income level, disability, developmental delay, challenging behavior, language other than English, parents with low education, abuse/neglect of child or parent, parental loss (death, incarceration, military or absence), teen parent, homelessness, or toxic substance exposure. Eligibility factors will be tallied, and parents notified if their child qualifies so they can complete the enrollment process. A waiting list of children not initially selected will be compiled with those meeting the criteria notified when openings occur.

Attendance

Your child's attendance is important to us! We look forward to seeing your child at school every day. Daily attendance plays an essential piece in your child's education. In order to experience maximum benefits, it is very important that your child maintain regular attendance. If your child will not be in school due to illness or other necessary reasons, please notify the staff by contacting the school at (313) 242-1500. If children are absent two consecutive days without notification, a telephone call will be made to determine the reason for absence. If children are repeatedly absent, a meeting will be scheduled to create a plan to ensure regular attendance.

Arrival/Dismissal

School security is important to DLA. During school hours the building will be locked. All visitors arriving between 8:00 am – 3:00 pm, will have to sign-in with the school office.

Students should arrive at 8:00 am. Students need to arrive on time and stay through dismissal to ensure they receive the full benefit of the program. Families arriving after 8:30A.M, when need to sign-in with the office, as well as, in the classroom.

School dismisses at 3:00p.m., unless indicated by the director. In the interest of students' safety and teachers' preparation time, parents must pick up their children immediately after dismissal.

When picking up children prior to dismissal, parents must sign children out with the office, as well as, in the classroom.

Tardiness

Students are considered tardy if they arrive to the classrooms *after* the start of school at 8:30 am. A tardy is only considered excused for the following reasons:

- Doctor or dental appointment (note from office is required)
- Funerals
- Religious observances
- Late arrivals due to extreme weather conditions

Release of Children

Our normal procedure is to release the child only to his or her parents or someone else the parents designate. If someone other than the parent is to pick the child up, the person must be on the child's emergency contact list or have written permission and be at least 18 years of age.

The emergency contact list designates who may pick the child up if there is an emergency and/or who may be called in the event no one picks the child up by 3:45pm. Adults picking up children other than a parent must show ID to ensure safety and security.

Program Goals

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

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

- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued
- Many opportunities for play and learning through play experiences
- Families are involved and we work together to help your child
- The activities are geared toward your child's current skills and interests

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



Curriculum

Every child learns in a different way, at a different pace, but in a predictable sequence. Each child is a unique individual and learning happens in the context of each person's personality, abilities, and opportunities. GSRP classroom curriculum is High Scope, which is a research-based curriculum, centered upon child guided, teacher supported play. The GSRP classroom is divided into areas stocked with a stimulating array of materials to encourage those specific types of play.

Each day provides a balanced variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small and large group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. The most important segment of the daily routine is the plan-do-review sequence, in which children make choices about what they will do, carry out their ideas, and reflect upon their activities with adults and other children.

Daily Routine

We provide a consistent daily routine for children which gives a sense of security that's needed to make choices and take risks, which will offer an exciting learning opportunity.

A sample of our full-day daily schedules includes:

Arrival/Breakfast/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. If children are not eating at arrival, a mid-morning snack is substituted for breakfast. Once all children have arrived, adults and children spend 3-5 minutes together sharing daily announcements.

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

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

Work Time (children's hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

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

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

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

Outside Time – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors.

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

Lunch – Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulates. Rest time occurs daily for one hour. Children are not required to sleep, a quiet activity will be provided to those who choose not to sleep. Each child will have their own cot/blanket and sheet. Blankets, cots and sheets will be washed by staff at the end of the week.

Wake/Bathroom/Snack – As children wake up, adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

Work Time – A second work time, while essentially the same as morning work time, may vary slightly from morning expectations while ensuring that children are primarily involved in planning and carrying out their own intentions. Teachers may implement activities with various grouping strategies (individual, very small groups, homogenous) to support children’s learning of targeted skills. At least one member of the teaching team will be assigned to support most children working in open centers. A collaborative curriculum-planning approach helps to ensure that the teaching team will meet individual child needs by supporting and extending development, knowledge, and skills within children’s play themes rather than pulling them aside for teacher-directed activities. GSRP expectations for active, play-based learning must be met at all times.

Developmental Screening

DLA uses Ages and Stages Questionnaire (ASQ-3) for its developmental and social-emotional screening tool. ASQ-3 is highly reliable, and a valid tool used to assess children's development. ASQ-3 indicates differing levels of development, educates parents about developmental milestones, and incorporates parents' expert knowledge about their child.

In collaboration with the teaching staff, the parent and/or guardian will complete an Ages and Stages Questionnaire for their child during the first home visit. The completion of the ASQ-3 will help parents and/or guardians to understand their child's current level of development and encourage them to participate in activities which strengthen communication skills, decision-making skills, and advocacy for their children. Additionally, the results of the ASQ-3 will be used to guide in-class daily activities and individual extended learning activities for home.

If a developmental concern is indicated by ASQ-3, the teaching staff will work in partnership with the parent and/or guardian to begin the referral process. Before a follow-up observation or evaluation occurs, the family will be made aware of resources, the referral process, as well as, have any concerns addressed before a referral consent is signed.

Assessment

DLA uses the Child Observation Record (COR) for its child assessment measure. COR is an ongoing assessment used throughout the year. This data is used to monitor each child's progress, adjust curriculum and materials, give a basis for interventions, and keep parents abreast of their child's learning. This information is shared with parents at home visits, Parent-Teacher conferences, and meetings with parents.

Parent Notice of Measurements

DLA is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and families. Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Family Referrals and Resources

DLA teaching staff work together with parents to write referrals based on developmental needs of the child or for family services. The teaching team engages parents at enrollment, formal family contacts such as the Home Visits and Parent Teacher Conferences, and as needed based on family concerns. If the ASQ-3 or COR data indicate there is a developmental concern, the teaching staff will schedule a meeting to discuss the findings, set individual goals and initiate the referral process. Furthermore, DLA works diligently to support families experiencing a need or in a crisis such as medical, mental health, housing, food, clothing or finances. The team will work in conjunction with the Early Childhood Specialist, district and parents to locate and access community services needed by the family.

Confidentiality

Confidentiality is a sensitive matter and will always be protected and kept private. Any information about children or their families must be shared on a “need to know” basis only. Thus, we are very sensitive about discussing children’s developmental needs and family information. We strive to be supportive of center efforts by avoiding negative or malicious discussions about center issues.

Parental Involvement

Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in every aspect of the education program. Every parent will be a member of their child’s Learning Team. The Learning Team will consist of the child, teachers and parents. As a Learning Team member, parents are active participants in their child’s education by providing teachers with information and input on their child’s educational needs. It is essential for parents to attend all Learning Team meetings/parent-teacher conferences. The learning team meeting will focus on academic performance, strengths and challenges as a learner, setting academic and social goals for the year and most importantly, what is needed to help students reach their goals. The learning team, not just the teacher, is responsible for student success.

The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. Parents are welcome to share family experiences, volunteer in the classroom, chaperon on field trips, and attend advisory meetings.

Advisory Committee

The advisory committee helps supports active decision makers, developing and implementing training to instill confidence in parents as active members of an advisory committee. Parents will vote at the first orientation on a committee board, how often meetings will be held, times and days of the meetings and on topics that you want to discuss. Meetings will last no longer than one hour providing childcare and light refreshments. Some typical topics may be, field trip ideas, home activities, and COR outcomes. If you are unable to attend the meeting, the agenda and handouts will be placed in your child's cubby the following day.

School Readiness Advisory Committee (SRAC)

The SRAC is a committee that annually reviews and makes recommendations regarding the GSRP program components and includes teachers, parents or guardians of program participants, community, volunteer, and social service agencies and organizations. Some outlines may include are children healthy, thriving, and developmentally on track from birth to third grade and are children developmentally ready to succeed in school at the time of school entry.

Data Analysis Team

The data analysis team reviews the PQA and COR results. The team will set goals and create a plan to reach all goals based on the data outcomes. The team includes parents, teaching staff, Kindergarten teachers, Early Childhood Specialist and other stakeholders as required.

Home Visits

Home visits are conducted twice a year once in on the fall before school starts and the last one in the spring. Each home visit will last one hour. Home visits are conducted to see the child in their home environment and for the teachers and parents to set individual development goals. Parents will complete the ASQ-3 questionnaire and fill out any additional paperwork.

Parent Teacher Conference

Conferences are twice a year in November and March. At the conference teacher and parents will review child's individual plan and developmental summary from the COR observation.



Great Start Collaborative Parent Coalition

DLA will provide Great Start Collaborative Parent Coalition information and resources to all enrolled families. GSCPC is a parent group who speaks up for children's rights and stand up for their needs and rallies to support the issue affecting children throughout the county.

Grievance

Detroit Leadership Academy aims to resolve problems and grievances promptly and as close to the source as possible with graduated steps for further discussions and resolution at higher levels of authority as necessary.

Statement of General Principles

- Complaints must be fully described by the person with the grievance
- The person(s) should be given the full details of the allegation(s) against them
- The person(s) against whom the grievance/complaint is made should have the opportunity and be given a reasonable time to put their side of the story before resolution is attempted
- Proceedings should be conducted honestly, fairly and without bias
- Proceedings should not be unduly delayed.

Discipline/Conflict Resolution

DLA follows Michigan licensing requirements for discipline which includes Rule 140. (1) Positive methods of discipline that encourage self-control, self-direction, and self-esteem. Cooperation shall be used.

(2) All of the following means of punishment shall be prohibited:

- (a) Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- (b) Restricting a child's movement by binding or tying him or her.
- (c) Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- (d) Depriving a child of meals, snacks, rest, or necessary toilet use.
- (e) Excluding a child from outdoor play or other gross motor activities.
- (f) Excluding a child from daily learning experiences.
- (g) Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

(3) Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by subrule (2) of this rule. Staff will support children as they solve problems with materials, do things for themselves, and assist them in resolving conflicts with peers. In our classroom, adults will:

- Encourage children to do things for themselves throughout the day.
- Treat conflict situations with children matter-of-factly.
- Approach children calmly and stop any hurtful actions.
- Acknowledge children's feelings.
- Involve children in identifying the problem by gathering information from children and restating the problem.
- Ask children for solutions and encourage them to choose one together; and
- Give follow-up support when children act on their decisions.

Child Abuse/Neglect

Abuse and/or neglect of children are against the law. All caregivers are mandated by law to report suspicion of abuse and/or neglect to Department of Human Service.

Appropriate Dress

Children will engage in meaningful developmental activities both indoor/outdoor. Children will have outdoor play on a regular basis, unless prevented by inclement weather. To ensure your child safety we recommend the following:

- **Shoes:** No open toe shoes/dress shoes/athletic sport shoes
- **Winter Dress:** Gloves, scarf, hat, coat, boots (Please make sure your child has a pair of shoes to change into)
- **Daily Dress:** Clothes can get dirty when your child plays with sand, water, paint, etc. Therefore, dress them in comfortable and washable clothes.

Cubbies

Each student will be assigned a cubby. The cubby should be used for outerwear, parent handouts and children's work. Please check your child's cubby daily.

Health Care Policies and Resources/COVID-19

During the COVID-19 pandemic period, our Health Check & Illness Policy applies to all staff, children and their household members. **ALL STAFF, FAMILIES, CHILDREN AND THEIR HOUSEHOLD MEMBERS MUST CONDUCT A DAILY HEALTH CHECK BEFORE COMING TO THE CENTER:** Should you or any household member have any of the following COVID-19-like symptoms, we ask you to remain out of the center and notify the center.

- Fever of 100.4° F or greater now or in the preceding 72 hours, (or would have, but have used fever reducing medicine) (In MA, TX,WV temperature threshold is 100° F)
- Cough
- Sore Throat
- Muscle Aches
- Difficulty Breathing
- New loss of taste or smell

Consistent with our COVID-19 Policy, the household will be required to remain out of the center for 14 days unless medical clearance is provided by a physician indicating that the presenting symptoms are associated with a known non-COVID-19 illness.

The health and safety of the children in our care is the top priority. These protocols include small group sizes, and intensive hygiene and cleaning practices. In addition, our standard policies, such as an emphasis on hygiene and cleanliness have been enhanced to include the following:

- Nonessential visitors are not allowed to enter any center
- Drop-offs/pick-ups are restricted to outdoor areas
- Social distancing is practiced as much as possible/Daily temperature checks
- All staff must wear face masks
- Frequent cleaning and disinfecting of high-touch surfaces, toys, and laundered items
- Outdoor play areas will be used by one group at a time with no back-to-back use of the play areas

Hand Washing Procedure

The following procedures are considered best practice for hand washing and are practiced at our center:

- Have a clean single service towel available.
- Turn on the water to a comfortable temperature between 60° F to 120°F.

- Moisten hands with water and apply soap.
- Rub hands together vigorously until a soapy lather appears and continue for at least 20 seconds.
- Rub areas between fingers, around nail beds, under finger nails, jewelry, and the back of hands.
- Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with a clean, disposable paper or single-use cloth towel. If taps do not shut off automatically, turn taps off with the disposable paper or single-use towel.
- Dispose of the single service towel in a lined trash container.

We request that you wash your child's hands daily upon arrival at the center.

Cleaning and Sanitizing

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

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

Handling Bodily Fluids/ Universal Precautions

The school uses precautions when handling potential exposure to blood, including blood-containing body fluids and tissue discharges, and when handling other potentially infectious fluids. OSHA (Occupational Safety and Health Administration) has model exposure plan materials for use by schools available from regional OSHA offices. Employees working in the school are trained in the blood-borne pathogen requirements every year.

Medication and Administration

It is extremely helpful if you can administer your child's medication at home before or after hours. However, when your child does need medication throughout the day; our staffs will administer medication prescribed by your child's health care provider once a "Medical Consent Form" has been filled out completely and signed.

Prescription medication must have the pharmacy label indicating the physician's name, instructions, and name and strength of the medication. The medicine will be given in accordance with those instructions.

If the medication is not in prescription form (over the counter medication), you must provide the Center Director with a written letter (on doctor's letterhead or prescription pad) from your child's doctor. This letter must include the date, your child's full name, dosage, and frequency, method of use and administration duration.

All medication must be in the original container, labeled with your child's first and last name, displaying instructions for administration and storage supplied by the manufacturer, and the expiration date.

Parents are responsible for providing liquid measuring syringes or measuring spoons for administering medication. If using a syringe, please mark the appropriate amount.

All medication should be placed in a zip lock bag labeled with your child's name and should have its own measuring device also labeled with your child's name. This prevents cross contamination.

If you have any questions about the administration of medication please speak directly with your child's teacher.

Our teachers will keep a record of Medication Administration for each child indicating the time the medication was administered, the dosage of the medication and who gave the medication. Also indicated in this record will be a statement if your child refused the medication.

Please note that if the principal feels that the doctor's note is not specific enough to administer medication, you will be asked to take the medication home until proper instructions are given. All medication must be delivered to your child's teacher directly. Medication cannot be left in your child's backpack or in his/her cubby. This is to ensure that medication does not end up in the hands of small children.

Sick Child

It is our policy of the school for children who may be infectious or who demonstrate physical symptoms that require continual one-to-one care, to remain home. In order to meet the needs of all the children in our care we ask that families adhere to the following:

Guidelines for Excluding Sick Children:

- Fever over 100.1 degrees
- Vomiting or diarrhea within the past 24 hours.
- Excessive cough and/or nasal discharge (green or yellow in color) or excessive necessity to wipe nasal discharge.
- Eye discharge (conjunctivitis is extremely contagious)
- Any unidentified rash.

If your child becomes ill during school hours we ask that arrangements are made within the hour for your child's pick-up.

When a child may return to school

- The child's temperature has been below 99 degrees for 24 hours without Tylenol, Aspirin, or Motrin.
- The child has been diagnosed as having a bacterial infection and has been on an antibiotic for 24 hours.
- It has been 24 hours since the last episode of vomiting or diarrhea. The nasal discharge is not thick, yellow or green.
- Eyes are no longer discharging and the condition has been treated with an antibiotic for 24 hours.
- The rash has subsided or the physician has determined that the rash is not contagious.

Occasionally a written note from the child's physician will be required by the center for a child to be re-admitted to the CDC.

If your child is diagnosed with any of the following, you are required to keep your child at home:

- Diarrhea (must be diarrhea free for at least 24 hours)
- Bacterial Meningitis (until the Health Department indicates it is safe)
- Chicken Pox (one week after rash begins and is scabbing over)
- Impetigo (24 hours after treatment begins)
- Measles (5 days after rash appears), Mumps (until swelling is gone or 9 days after swelling begins), Rubella (7 days after rash appears)
- Pertussis /Whooping Cough (3 weeks after intense coughing begins, or 5 days after antibiotic treatment begins, or until your physician states that it is non-infectious)
- Conjunctivitis/Pink Eye (24 hours after treatment begins, a physician states it is non-infectious, and discharge has cleared)
- Strep Throat (24 hours after antibiotics have been administered)
- Pinworm and Ringworm (24 hours after treatment begins)
- Head lice (until they are free of all nits (eggs), nymphs, and Adult Louse)

Please note that all other illnesses will be assessed as needed and time away from school will be based on the recommendation of the Health Department.

For the protection of all children, we ask that you notify the School within 24 hours of your child developing a communicable disease, or if any member of the child's immediate household has a communicable disease. When your child has an illness requiring seclusion, we ask that you inform the School of the diagnosis.

Injuries and Other Emergencies

Minor cuts and abrasions suffered while at school will receive proper care -- specifically, they will be washed with soap and warm water and properly bandaged. Treatment will be logged and we will tell you how and when the injury occurred. We are also required to log any injuries we observe on your child which have occurred outside of our care.

If a medical emergency arises, we will try to contact a parent first, unless doing so endangers the child's life. In that case we will take necessary steps, putting the child first (calling hospital, doctor, poison control, etc.). If needed, we will take your child to the nearest hospital first, and then try to call you when we arrive. If a parent is unable to be reached, we will keep trying until he or she is available. In the event of a fire, we would evacuate the building immediately and gather at designated fire gathering areas. This will be practiced regularly so the children are familiar with what to do. If severe weather arises and a tornado alert is issued children will move to designated areas within the building.

Pest Management

DLA participates in a regular pest prevention program. In compliance with licensing rule R400.5940 (9A, 9B) families will receive 24 hour advance notice in the event that it is necessary to apply a pesticide. We will notify all families through email and written posting located on the bulletin board outside of the main entrance door. The notification will include information about the pesticide, target pest or purpose, approximate location, date of application, contact information at the center and a toll free number for a national pesticide information center recognized by the Michigan Department of Agriculture.

Acceptable Use Policy

Acceptable Use Policy Philosophy:

Technology is an integrated component in the lives and education of the students and staff. It is also in a state of constant change. Applications and hardware are continually developing. It is the District's responsibility to give access to technology, teach students how to use technology and information access responsibly, protect students from inappropriate content, and assure students use technology responsibly.

As an educational system, we will prepare our students to effectively and responsibly use technology in their daily lives.

To that end, we must balance the need to understand and use technology while protecting our students from inappropriate content. We will allow the use of the technology, but review the content. We must provide access to the technology tools -- such as e-mail, social networking sites, video archives, music sites, animations, and ensure that the students understand how to use them in an acceptable, safe manner.

The use of technology in the district is a service extended to students, staff, and community members to enhance learning and educational information exchange. For the purpose of this policy, technology includes, but not limited to laptop and desktop computers, headphones, printers, SMART Boards, document cameras, student response systems, video equipment, the telephone system, district software and various other equipment. Each user of technology shall read this document and sign the User's Responsibility Declaration form. The intent of this policy is to recognize and comply with existing federal requirements for privacy and Internet Safety, The Children's Internet Protection Act, and to ensure a safe and responsible use of district technology within the school.

Users have the privilege to:

- Use all authorized hardware and software for which they have received training
- Access the Internet and outside resources to retrieve information
- Use approved *personal* equipment in school to facilitate learning and enhance educational information exchange.

User Responsibility

The following technology equipment and activities are allowed when they are used to facilitate learning with permission of the classroom teacher: computers, personal digital assistants, e-mail, instant messaging, blogging, music/video, cell communication, cameras, and media players.

Personal technology being used during school functions or on school property will fall under the same rules as though the equipment is provided by the District.

Users are Responsible:

- for properly using and caring for hardware and software which they have received training
- refraining from using technology for which they have not received training
- for obtaining permission from the District Technology Coordinator or support before bringing in personal software and/or hardware for use on school equipment
- to keep computer systems virus free and are responsible for reporting any suspected virus to the District Technology Coordinator or support
- for keeping hardware and software from being removed from school premises, or modified without permission from the principal or the District Technology Coordinator
- for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords
- for all material received via the Internet under his/her user account and accepts responsibility for keeping all pornographic material, inappropriate files, or files

- dangerous to the integrity of the school's network, equipment, or software from entering the school via the Internet
- for maintaining the integrity of the electronic mail (e-mail) system, reporting any violations of privacy, and making only those e-mail contacts that facilitate learning and enhance educational information exchange
 - for adhering to the copyright laws in the use of software and in the transmission or copying of text or files from Internet or other resources