

Greenridge Early Childhood Center



2025-2026

Greenridge Early Childhood Center Parent/Student Handbook

Revised June 2025

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

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Our Program Vision

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

District Mission

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

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

Greenridge Early Childhood Center Philosophy

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

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

Teachers & Staff

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

In order to ensure that employees or other persons providing child care or support with potential for unsupervised contact with children are appropriate for serving in their positions, a Criminal Background Check is conducted. All teachers and support staff are CPR & First Aid certified. In addition, our teachers and staff receive professional training annually. They study various concepts: child growth and development, positive guidance and discipline, health and safety procedures, early childhood teaching methods, and child abuse prevention and recognition.

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Equal Access to Educational Opportunities

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

*Further information can be found in Board Policy 2260.

Hours and Days of Operation

The Center is open Monday through Friday from 7:30 a.m. to 4:00 p.m.; however, students attend Monday through Thursday. The Center closely follows the Comstock Park School District's calendar.

Policies and Procedures

Emergency Contacts/Releasing a Child

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

Arrival/Dismissal

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

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

District Illness Policy

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

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

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

*Further information can be found in Board Policy 5340.

Communicable Disease

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

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

Head Lice

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

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

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

If there are several cases in the same classroom, the principal may choose to send a letter to all classmates' parents, asking them to check and treat all of their children as necessary. *Further information can be found in Board Policy 8450A

Medications

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the student/child is disabled and requires medication to benefit from the student's his/her educational program.

For purposes of this policy, the following definitions shall be used:

"Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.

"Medication" shall include all medicines including those prescribed by a physician and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies.

"Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

"Practitioner" shall include any physician, naturopathic doctor, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state.

"Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Administration of Prescription Drug Products by School Staff

Before any prescribed medication may be administered to any student during school hours, the Board shall require written instructions from the child's practitioner accompanied by the written authorization of the parent. Such documentation shall be kept on file in the high school school office. Prescription medication must be provided in the original container with the prescription label

showing the name and telephone number of the pharmacy, the student's name, the name of the physician, the name of the drug, and the dosage to be administered.

All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry by Administration and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Such documentation shall be kept on file in the high school office. Substances that are not FDA approved (i.e., natural products, food supplements) will not be administered by District staff. Nonprescription drugs that are provided by the parent may be administered by school staff only if the nonprescription drugs are supplied in the original manufacturer's package which lists the ingredients, recommended therapeutic dosage in a legible format, and the student's name. If a parent has completed the appropriate form authorizing the school to administer nonprescription drugs (e.g., acetaminophen, ibuprofen, diphenhydramine), the student may receive such drugs from the school's supply consistent with the parental authorization and the nonprescription drug dosage information. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner.

Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Staff licensed as professional registered nurses are exempt from this requirement.

All staff authorized to administer medication or treatment will receive training on this policy and the Superintendent's guidelines, as well as appropriate procedures for administering the medication or treatment. This training shall be provided by qualified individuals with both knowledge of the District's policy and procedures and the administration of medications or treatment. Where possible, this training should be provided by a licensed registered nurse, a licensed physician's assistant, or a licensed physician.

All medication shall be kept in a locked storage case in the school office.

The Board shall permit the administration by staff of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the

procedure are prescribed by a physician and the staff member has completed any necessary training.

Students who may require administration of an emergency medication may have such medication in accordance with the Superintendent's administrative guidelines.

Student Possession of Medication

Students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.).

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of the Student Code of Conduct and Policy 5530 - Drug Prevention.

The District and its personnel are immune from civil and criminal liability related to the administration or non-administration of medications to the extent set forth in applicable State law.

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, may be required to administer medications that are administered by means other than oral ingestion.

EPINEPHRINE AUTO-INJECTORS

Each school in the District shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site. It shall be the responsibility of the school nurse to be sure that the supply of Epi-Pens is maintained at the appropriate level and they have not expired. The school nurse shall also be responsible for coordinating the training of District employees to administer Epi-Pen injections and to maintain the list of employees authorized to administer such injections.

Individuals Qualified to Administer

Only a licensed, registered professional nurse employed or contracted by the District or a school employee who has successfully passed the required training shall be allowed to possess and administer Epi-Pen injections to students. The persons authorized to use the District maintained

Epi-Pens will be maintained in each school by the Principal, and shall be available on an electronically accessible site for employees' reference.

Each school shall have at least one person trained in the appropriate use and administration of an Epi-Pen injection. In each school with ten (10) or more combined instructional and administrative staff, at least two (2) employees at that site shall be appropriately trained in the use of an Epi-Pen.

Training of employees on the appropriate use and administration of an Epi-Pen injection shall be done in accordance with any guidelines provided by the Michigan Department of Education, and shall be conducted under the supervision of a licensed registered professional nurse. The training shall include an evaluation by the nurse of the employees' understanding of the protocols for administering an Epi-Pen injection.

Students to Whom Injections May Be Administered

A licensed, registered, professional nurse or trained and authorized employees under this policy may administer Epi-Pen injections to 1) any student who has a prescription on file with the District, in accordance with the directives in such prescription, and 2) any individual on school grounds who is believed to be having an anaphylactic reaction.

The District and its personnel are immune from civil and criminal liability related to the administration or non-administration of epinephrine to the extent set forth in applicable State law.

Reporting of Injections

Any person who administers an Epi-Pen injection to a student shall promptly notify 911 and the school nurse, who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.

All Epi-Pen injections by District employees to students shall be reported in writing to the principal. The report shall include whether the school's or student's Epi-Pen was used, and whether the student was previously known to be subject to severe allergic reaction (anaphylaxis).

The Superintendent shall at least annually report to the Department of Education, in the form and manner determined by the Department, information on the number of injections provided to students, the number of injections with District Epi-Pens and the number of incidents where students were not known to be subject to severe allergic reactions.

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

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

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

Fire/Disaster/Lockdown Drills

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



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

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

COMMON LANGUAGE

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

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

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

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



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

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



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

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

Adults and staff are trained to:

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



EVACUATE

"To a Location"

Students are trained to:

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

Adults and staff are trained to:

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



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

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

SECURE

"Get Inside. Lock outside doors"



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

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

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

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

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

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

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

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

LOCKDOWN

"Locks, Lights, Out of Sight"



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

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

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

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

SHOULD PARENTS TEXT THEIR STUDENTS?

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

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

WHAT ABOUT UNANNOUNCED DRILLS?

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

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

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

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

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



Discipline Policy (Rule 8140)

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

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

We use positive discipline by:

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

We use positive discipline by intervening when necessary:

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

We use positive discipline by showing love and encouragement:

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

All of the following means of punishment are prohibited:

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

- Placing any substances in a child's mouth, including but not limited to, soap, hot sauce, or vinegar.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar enclosure.
- Time out must not be used for children under 3 years of age.

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

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

Bullying and Other Aggressive Behavior (School Board Policy 5517.01)

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in

school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes they have been or they are the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit and should be completed within three (3) school days after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, they should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts - i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three (3). Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.]

School Closings/Delays

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

Parent/Teacher Communication

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

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

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

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

Parent Involvement

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

Backpacks

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

Outside

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

Conferences/Progress Reporting

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

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

Special Events

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

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

Transportation

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

Change of Address/Phone/Emergency Contacts

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

Staff Screening

All staff members that are with the children will have a comprehensive background check stating that he/she has not been named in a central registry case as the perpetrator of child abuse or child neglect and/or a felony involving harm or threatened harm to an individual within 10 years immediately preceding the date of hire.

Volunteer Supervision Policy

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

As a condition of volunteering in a Comstock Park Public Schools classroom, a background check which includes a review of the sex offender registries, child abuse and criminal history records will

be conducted by Comstock Park Public Schools. The volunteer is responsible for the provision of this document and must show that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect before having unsupervised contact with a child in care. Volunteers are under the direct supervision of the lead teacher at all times. *Further information can be found in Board Policy 9150.

Child Care Licensing Information

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

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

Tuition

A \$40 non-refundable registration fee is required for all programs, payable in cash, check or online.

Little Panthers Preschool is a paid tuition program, and **tuition payments are due on the 1st of the month (September-April). A late fee of \$25 will be assessed if payment is not received 6 school days after the 1st of the month.** If tuition lapses for one month, your child will not be able to attend Little Panthers Preschool until the account is made current. If there are extenuating circumstances, it is the parent/guardian's responsibility to contact the office at 616-254-5704 so that alternate payment arrangements can be discussed. Please note that our tuition calendar is calculated based on the allotment of 6 inclement weather days allowable per the State of MI and Comstock Park Public Schools and four tuition free days for unforeseen emergencies.

Program	Total Tuition	Payment Plan
4 Year Olds/Full Day	\$2,900 per year	\$1,450 per semester or 8 payments of \$362.50
4 Year Olds/ $\frac{1}{2}$ Day	\$1,600 per year	\$800 per semester or 8 payments of \$200.00
3 Year Olds	\$1,300 per year	\$650 per semester or 8 payments of \$162.50
Early Drop Off Option M-Th 7:30 a.m. <small>*This option is only available to children attending a morning session or full day program</small>		\$123.75 per month

Payment Options

Payments may be dropped off in the office to the building secretary or in the tuition drop box (located in the office).

You may also pay electronically. You can visit our website www.cppschoools.com and click on the Payschools icon on the left side of the screen. This will take you to the Payschools website. Select the Greenridge preschool tab and it will walk you through the process (don't worry about the student id - you do not have to fill this in). Using this system, you can use your debit or credit card. This system allows your payment to be instant and you will not have to wait for the school to make a deposit. It will generate a receipt for your records. **Payments are due at the beginning of each month.** **Please note that there is a large fee associated with online payments. We encourage you to drop payments off payments to our office to save you money!*

Enrollment

There are a designated number of spaces available for our tuition based preschool. If space is not available at the time of enrollment, your child will be placed on a waiting list once the registration form with payment is received. All forms including birth certificate, health appraisal with immunization record, and registration fee must be turned in to the Greenridge office before your child enters the program. Your child will be enrolled in Little Panthers Preschool once the on-line registration is completed at www.cppschoools.com. **Your child will not be allowed to begin preschool until all requirements are met. All children must be toilet independent to enter the program.**












- 4 year -old preschool - child must be 4 by Dec. 1, 2025
- 3 year-old preschool - child must by 3 by Dec. 1, 2025

Withdrawing from the program

You are able to withdraw your child from the program at any time with notification. You must contact the Greenridge office at 254-5700 of your decision and the last date your child will attend. Parents will be asked to leave a forwarding address or school contact if the child will be enrolled in another school program. **Tuition must be current at the time of withdrawal.**

The Center may dismiss your child from programming for non-payment. The Center will provide a one week notice regarding when the child will no longer be able to attend. If special arrangements need to be made, please contact the Center at 616-254-5701.

Daily Routine (Example)

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

Class Schedule

Program	Days	Times
3 Year Old/Half Day Teacher: Barb Pilichowski	M, T, Th	8:40 - 11:40 AM
4 Year Old/Half Day Teacher: Barb Pilichowski	M, T, W, Th	12:30 - 3:30 PM
4 Year Old/Full Day Teacher: Mary Willacker	M, T, W, Th	8:45 - 3:30 PM

4 Year Old/Full Day Teacher: Teri Little	M, T, W, Th	8:20 - 3:05 PM
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Food Service

Children attending school for a full day should bring a packed lunch provided by the parent. The Center will provide water at meal and snack time. The center will not deprive a child of a snack or meal if the child is in attendance at the time when the snack or meal is served.

Snacks will be provided by the Center and offered daily. If a child requires a special diet, the parent/guardian will be asked to provide the snack. In accordance with updated CACFP guidelines, meals and snacks must include up to five components: fruits, vegetables, grains, meat and meat alternates, and fluid milk.

Field Trips

Throughout the year, students may have the opportunity to participate in school approved field trips. Students may be excluded from any field trip for safety concerns. All students must have a signed parental/guardian permission slip, before the field trip. Transportation is to be provided by the parent/guardian. Busing is not available to our preschool students. Any fees for the field trip are the responsibility of the parent/guardian. If assistance is needed, please contact the teacher or office at 254-5700. **Please do not bring siblings on a field trip unless approved by your child's teacher.**

Notice for Grievance Procedures

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

Most Commonly Asked Questions

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

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

How do you handle bathroom issues?

We have a bathroom in each preschool classroom that is equipped with child size toilets.

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

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

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

Will my child get individualized attention?

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

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

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

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

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

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

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

Will my child get to play outside?

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

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

Preschool Curriculum and Instruction

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

Reading Readiness

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

Social Emotional Learning

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

Motor Skills

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

Math Concepts

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

Technology

- Mouse and keyboard
- Headphones

Environmental Supports

- Encourage as much independence as possible! For example, teach the kids how to check their own backpacks, turn in their own folders/papers from home. Teach kids to pack up their own backpacks at the end of the day.
- Bathroom and dressing skills
- Lunchtime- open own packages/milk
- Practice carrying trays with two hands and going through lunch line
- Spatial awareness
- General manners - excuse me, please, thank you
- Problem solving with peers
- Cleaning up a work or play area

Home Activities to Promote Readiness Skills

Fine Motor Tasks

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

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

Reading Readiness

- Read to your child.
- Listen to your child read.
- Play games with your child.

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

Mathematics Readiness

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

