



Reading

Great Start Readiness Program

Parent Handbook

2022-2023



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Reading Great Start Readiness Program

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Welcome

We are pleased that you have chosen Reading Great Start Readiness Program (GSRP) as your partner in the care and education of your child. A strong parent-center relationship is crucial to our success. Like you, we are interested in your child's whole development. Our commitment is to provide you and your child with the best in child care and education. This handbook is given to all parents at the time of their child's enrollment in the center, and is designed to acquaint you with our policies and procedures. In addition to our policies, we are licensed by the state of Michigan and abide by all state rules and regulations.

*These policies and procedures are subject to modification or change at any time.

Educational Philosophy

In conjunction with the family, the Reading GSRP commits itself to providing enriching experiences for each child in an atmosphere conducive to the child's maximum development of his or her potential. We strive to meet each child's social, emotional, intellectual, physical, communicative and creative needs by providing a balanced variety of experiences. The program follows the fundamental premise that children are active learners who learn best from activities they plan and carry out themselves and a predictable daily routine. Children are evaluated through a variety of methods.

We collaborate with early childhood special educators and other allied education professionals as needed. We facilitate each professional establishing a relationship with each child to foster success and maximize potential.

Program Goals and Objectives

- To provide a safe and inviting learning environment
- To communicate openly with parents and children
- To recruit, hire, and train qualified professionals
- To provide developmentally-appropriate experiences for children, including the use of multi-tiered systems of support as needed

Mission Statement

Through a quality program, Reading Great Start Readiness Program will provide a safe, nurturing educational program based on the use of developmentally-appropriate practices.

Curriculum

The Reading GSRP teachers use The Creative Curriculum in the classroom. We use this curriculum because it allows our teachers flexibility, to be creative, and to teach to different learning styles and individual needs. This curriculum guides the teachers in designing a quality program in which children learn skills, content, and develop social competence. Creative Curriculum assists the teachers in structuring the day, suggests a variety of experiences to provide for children, guides the staff in how to work with children at different developmental levels, and suggests ways to involve families in the program. The curriculum also assists the teachers in guiding learning in literacy, math, science, social studies, the arts, and technology while also supporting children's social/emotional development. Creative Curriculum also provides assessment tools, referred to as T S Gold, that speak to the strengths, goals, and areas of improvement for each child. In conjunction with our curriculum, we also use the Michigan State Board of Education Early Childhood Standards of Quality to guide our programs. The standards produced by the Michigan State Board of Education are meant to define settings of the highest quality. The early childcare standards provide our teachers with guidance on how to provide children with opportunities to reach essential development and educational goals.

Multi-culture and Diversity in the Learning Environment

Materials in the classroom are developmentally appropriate, clean, safe, foster learning and are to reflect the home and community cultures and special needs of children in the program. Materials depict a wide range of non-stereotyped role models and cultures. The home and community cultures are greatly considered when choosing materials to be included in the classroom. Materials reflect children's interests, parental hobbies, employment, and community traditions.



Program Hours

Student days will be Monday through Thursday from 8:50 am to 3:16 pm. The classroom will be open at 8:35 in the morning. Parents who pick up their children should do so no later than 3:20 pm. In extreme emergencies, please call the classroom to inform a staff member if you are running late for picking up your child. We worry, and children can become fearful if their parents are not present at their usual time.

Food Service

Breakfast, lunch, and a daily snack will be served to all children. These meals and snacks will follow federal guidelines for school meal nutrition standards to ensure every American child has the nutritious food they need to perform well in school and grow into healthy adults. Meals and snacks are built into the curriculum in a developmental sense, particularly fostering the social development domain. The ‘gathered together’ module sets children in proximity of each other and staff in such a way that encourages listening, talking, and interacting with each other while learning important communication skills. We will be discussing various topics such as behavior, manners, table ethics, daily events, and experiences. They will be learning and not even know it!

* It is your responsibility to communicate any food allergies to the staff. *



Outside Time

Licensing requires that children be taken outdoors each day. The children will play outdoors if the temperature is 20°F or warmer with wind chill factor considered. Children should be dressed accordingly: light jacket, cap, rain boots (for damp days) in fall and spring; heavy winter jacket, snow pants, mittens or gloves, scarf, hat, and snow boots in winter. An extra sweater or sweatshirt at school is recommended for sudden changes in temperature.

Rest Time

Our program provides the children with a daily rest time as required by the State. Your child may bring a blanket or a “cuddly” to have during this time. After fifteen minutes, provisions of alternate quiet activities may be provided for children who do not sleep. Lights will be dimmed, soft music may be played. At the end of rest time, children will be gently awakened and assisted in putting away mats and blankets.

Drop Off/Pick Up & Parking

Convenient access to the GSRP classroom is provided via the South End door (across from the Little Rangers Daycare). As this door is secured throughout the day, the doorbell must be rung, and one of the staff will open the door upon recognizing the guest.

Families are welcome to park in the lot at the South End, however, because the lot may be blocked due to bus parking, vehicles can also be parked on the street in front of the school.

When dropping off or picking up your child, you will be required to sign your child in or out on our daily signature attendance sheet. Children will only be released to people who are listed on the Child Information Record Form; a name may be added by a parent/guardian in person at any time. All staff reserves the right to check a picture ID when child is picked up.

Note: The school must be notified if a parent retains sole custody of a child. If one parent is legally barred from contact with the child, the school must have a copy of the court order on file. Without an official court order on file, BOTH parents are allowed rights to the child.

Special Events

Birthdays:

Birthdays may be celebrated in our classrooms. If you wish to provide a birthday classroom treat, please contact your child's Lead Teacher. Any food treats provided by families must be commercially made; homemade food items will not be distributed to students.

Holidays:

Holidays represent opportunities for young children to learn about the celebrations various cultures observe. Certain holidays are recognized in the classrooms in ways that are consistent with the individual program's curriculum and the age of the children. The teaching staff recognizes, understands, and values other holidays which reflect the cultural diversity represented among our families.

Treasures and Possessions

Each child will be provided a blanket to use at rest time. A small pillow or small stuffed toy is permissible. Sometimes children need to bring special toys or new-found treasures to use as a "bridge" between home and school. On these occasions, we will work with you and your child to make it a positive sharing experience. Past experience has shown us that often toys from home create problems at school. We encourage you to keep personal belongings and toys at home.

Reading Great Start Readiness Program will not be responsible for any lost items.

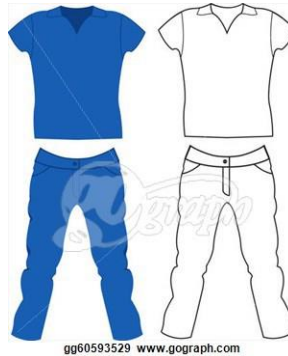
*** Important...there are certain things we feel strongly must remain at home: any replica of a weapon, gum, money, and candy.**

Clothing and Personal Belongings

We ask that all clothing be appropriate for child care and fun play. We do many fun and messy activities. We don't want to ruin anything that is special to you or your child. Our school has a No Flip Flops policy; for the safety of your child, please make sure that all footwear has a heel strap.

We ask that you leave at least one complete outfit for your child here at school. It is important to check the fit and weather appropriateness of these extra clothes from time to time. Please always label everything with your child's first and last name. It would be helpful if you would place all the clothing in a plastic bag or a large Ziploc bag with your child's first and last name listed on the bag.

All clothing, including coats and boots, must be labeled clearly with your child's name.



Field Trips

Field trips and nature walks are considered an important part of the educational program and will be taken periodically. The teachers will provide the same adequate responsible adult supervision for these excursions as is provided children while in attendance in the classroom.

We will occasionally take classroom field trips to such places as museums, parks, and other community places. Periodically, walking field trips are taken in the Reading community. A signed form granting permission for participation in all walking field trips to be taken throughout the school year will be on file. For each field trip that requires transportation, a permission slip must be signed and returned. Announcements to families will be provided prior to all trips. A child may be excluded from participation in a field trip for safety, health, or disciplinary reasons.

Emergency Preparedness

Reading GSRP will adhere to all Michigan Licensing laws pertaining to emergency preparedness. The school has procedures for each of the below situations. The GRSP classroom will follow the drill schedule of Reynolds Elementary School in addition to conducting drills independently.

Shelter In-Place

- Tornado: Tornado drills are practiced minimally two times a year to assure prompt emergency procedures in case of a tornado.
- Lock Down: Lock down drills are conducted minimally two times a year to assure prompt response to a threat of violence or serious incident that could jeopardize safety of students and staff.

Relocation

- Fire: Fire drills are practiced minimally five times a year to assure prompt evacuation of the building in an emergency. Our school is equipped with a fire alarm system and fire extinguishers are placed throughout the building.
- Evacuation: Evacuation procedures are periodically reviewed throughout the school year.

In the event of a relocation incident, families will be contacted with information concerning reunification. A student will only be released to people designated on the Child Information Record form; proof of identification may be required, and the student must be signed out.

School Closings

We will provide a calendar each year which indicates scheduled closings. In the event of inclement weather, the GSRP classrooms will be closed when Reading Community Schools are closed. If school is **canceled or delayed**, the following radio and television stations are notified by the school district:

Radio

WCSR 92.1 FM—Hillsdale
WCSR 1340 AM – Hillsdale
WNWN 98.5 FM – Coldwater

Television

WILX Channel 10
WLNS Channel 6

If school is delayed or canceled, we need the phone lines open to adjust programs. Therefore, please optimize the media and do not call the school.

Enrollment

Documentation Required for Your Child's Record

- Registration Form
- Child Information Form
- My Child's Transportation Form
- Health Appraisal Form which includes an immunization record, complete with Doctor's name and signature.
- Birth Certificate
- Income Verification Form
- A copy of any court orders regarding child custody/visitation issues.

Emergency Contact Information

Each parent must have on file a list of names and phone numbers of emergency contacts. These contacts will be listed on the Child Information Record Form. The emergency contacts are persons in the area who are authorized by the parent(s) to pick up and/or care for the child in case of illness or emergency when the parent cannot be reached. Please be sure the person(s) whose names you give are aware that they have been listed for this purpose. Staff members will ask for identification of any person with whom they are not familiar. If you will not be at your daily number that you consistently use, leave a note with a staff member and write the new number on the sign-in sheet with the number at which you can be reached.

Our teachers must be informed of any of the following changes:

- address and/or phone numbers, or e-mail address
- insurance coverage
- parent/guardian employment
- health/immunizations up-dates
- other pertinent information related to your child.

Confidentiality

All information given on forms and in discussions will be treated as confidential. Information in children's files, including health, family needs, behavior, etc. will only be made available to staff and the child's parents.

Attendance and Withdrawal

Please notify the teachers if your child will be absent on a scheduled day of attendance. If circumstances cause you to withdraw your child, you must submit a written notice with attendance ending date two weeks prior to your child's last day of school. An absence of two weeks with no communication from a child's family will result in the child being exited from the program.

Photographs and Publicity

Photographs and videos of the children in our program may be taken from time to time and may appear in the classroom, classroom postings (i.e., school website, classroom Face Book page, newsletters, texts), newspapers, magazines, brochures, publicity materials, or used for educational-related purposes. Your permission for taking photographs and videos that include your child, to be used without compensation, is part of the enrollment agreement with Reading GSRP unless written notice is received instructing otherwise.

Making Tuition Payments

If you are a tuition-paying family, there are two plans available to pay for your child's tuition. There is a monthly plan and a yearly plan. For the monthly plan, tuition is due on the first of each month. If you wish to pay for the entire year, tuition is also due on the first of October.

You will receive a billing statement on the 10th of each month. Each billing statement will reflect payments made, payments due, and any past due balances. Please put your child's name on the payment and give it to the Lead Teacher. Please note: Checks can be made out to Reading Community Schools GSRP. There is a \$25.00 charge for a returned check.

Parent Visitation/Participation

The Reading Great Start Readiness Program has an open door policy. Parents of enrolled children are always welcome to visit the center. Parents are encouraged to volunteer or become actively involved in the classroom. All visitors and volunteers are required to register with GSRP staff.

** This policy may be revoked during extreme conditions, such as public health restriction policies and mandates.*

Parent Involvement

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. Programs can demonstrate that they value parent involvement in a variety of ways - from partnering with parents to establish child development goals to sharing anecdotes of children's learning. Communication and strong relationships are the keys to successful parent involvement. The purpose of frequent and informal interactions is to strengthen the connections between home and school. Staff should use an interested and unhurried manner when talking with parents. Staff and parents should update one another about children's recent home experiences and preschool activities through:

- Conversations during drop-off and pick-up times
- Notes
- Telephone conversations
- Electronic communications

Parents will be invited to the classroom's group Face Book page. Announcements, the classroom newsletter, resource information, and pictures and videos of various classroom activities will be posted regularly.

Parents are encouraged to attend the program-sponsored events that will be offered throughout the school year. These offerings will provide opportunities for families to share and celebrate classroom learning experiences.

** This policy may be revoked during extreme conditions, such as public health restriction policies and mandates.*

Program Licensing

Reading Great Start Readiness Program is licensed by the State of Michigan Department of Human Services. Reading GSRP maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans developed on or after September 28, 2014. The notebooks is located in the classroom and is available to parents for review during regular business hours. Licensing inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

Child Abuse and Neglect

Staff members are required by law to report any suspected child abuse or neglect.



Grievance Policy

If a parent has a concern about their child, the classroom, or the program, the concern should be discussed with the teaching team. If a solution is not agreed upon, the parents should contact the Program Director. The program's Early Childhood Specialist and/or the county's Early Childhood Director can become involved if concerns are not met satisfactorily. For a complete outline of the Grievance Policy, contact the Site Manager.

Health and Safety

Sick Child Policy

For the safety and health of all our children and teachers, sick children need to be cared for and nurtured at home. Please do not send your child to school if he/she has had any of the following described conditions during the previous 24 hours.

Medical conditions:

- 1.) Diarrhea (2 or more loose stools)
- 2.) Difficulty or rapid breathing
- 3.) Asthma or severe upper respiratory infection unless parent provides evidence that child is under physician's care
- 4.) Vomited within last 12 hours
- 5.) Yellowish skin or eyes
- 6.) A temperature of 100.5 degrees Fahrenheit or higher and/or has had a fever during the previous 24 hours
- 7.) Mucus with green or yellow color, unless child had been on antibiotic therapy for 24 hours
- 8.) Undiagnosed rash
- 9.) Sore throat
- 10.) Severe cough
- 11.) Chicken pox, pertussis, measles, mumps, rubella, impetigo, diphtheria, or herpes simplex
- 12.) Untreated scabies, tinea corporis or capitis (ring worm)
- 13.) An ear infection unless provided notification that child is under physician's care
- 14.) Untreated head lice
- 15.) Pinkeye

Also be advised that if your child exhibits any of the above symptoms while at school, you will be immediately contacted to come and pick up your child to protect other children in the classroom.

The Lead Teacher will notify you as soon as possible if your child comes in contact with another child's illness. If you would like additional information or a detailed list of symptoms for the above communicable diseases, please ask our staff.

Head Lice Policy

Reading GSRP follows the school's Head Lice Policy as recommended jointly by the Michigan Department of Community Health and the Michigan Department of Education.

- Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day. Immediate treatment at home should be administered.
- The student will be readmitted to school after treatment and examination. Parent must accompany their child to the school office with confirmation of treatment. If, upon examination, the school-designated personnel find no live lice or any nits within one quarter inch of the scalp on the child, the child may be re-admitted to class.

Medications

All medications must have a doctor's prescription to administer, including over the counter medications. If your child needs to have medication administered during a school day, a guardian must complete a medication authorization form. A medical authorization form can be obtained in your child's classroom. The medication authorization form must include the dosage amount and the times of administration. Please bring the appropriate measuring utensils for administering the medication. The medication must be in the original container, with the name of the child for whom it is prescribed, dates to be administered, and the expiration date. Tylenol will not be used at the center for reducing a fever. Also, please do not give Tylenol to your child before entering the center. This only serves to mask the problem and leaves the illness untreated. Please notify the staff of any medical conditions (allergies, etc.) that will require special considerations in the classroom.

All medications will be stored in an appropriate locked box. A classified staff member will administer all the medications.



Injury

The staff makes every effort to ensure the safety of your child.

Unfortunately, accidents do occur. As a partner in the care of your child, we realize that you will want to be aware of your child's injury or illnesses that occur at the center. In order to keep you informed, we will contact you or provide you with a note (or an Accident and Incident Report for a serious incident) for each occurrence. In case of a serious injury, we will make every effort to contact you for instructions. If we cannot reach you, we will call the person that you have indicated on the emergency card to make a medical decision about your child.

Pesticides

The Department of Agriculture and the State of Michigan have passed regulation 637 Pesticide Use. One of the requirements is for school districts to provide notice to parents/guardians when pesticides will be used in a building. As a part of the Reading Community School District's pest management program, pesticides are occasionally applied. You have the right to be informed prior to any pesticide application made to the school grounds and buildings. In certain emergencies, pesticides may be applied without prior notice, but you will be provided notice following any such application. If you need prior notification, please ask your child's teacher for a Pesticide Notification Form.



Discipline

At Reading Great Start Readiness Program, children are taught the importance of being a friend and treating others with care and respect. If unacceptable behavior is displayed, we explain why the behavior is inappropriate. If the behavior continues, the child will be directed to another activity. The Reading GSRP teachers will intervene using the Six Step Conflict Resolution Process.

We try to foresee and prevent problems by structuring an appropriate environment by setting age appropriate realistic limits and guidelines. These limits are mainly for the safety and respect for oneself, for others, and for property. These limits are explained or shown to a child at the onset in terms that s/he can understand. Teachers provide a balance between active/quiet and self-directed/teacher-directed activities to keep children involved throughout their day. Physical discipline is never used at our school.

In particular we use the following discipline techniques to assist children in resolving conflicts. Methods depend on children's ages and the severity of the situation.

A.) **Limit Setting:** Children are given basic, clear, and concise rules to guide their behavior. Boundaries and expectations expand as children develop.

B.) **Consistency:** So children know what to expect, limits and expectations are consistent throughout the classes, and all adults respond in a similar way to conflict situations.

C.) **Tone:** A kind yet serious tone delivered by intervening adults reinforces children's sense of security and lets them know the situation is under control.

D.) **Modeling:** Adults clearly demonstrate compassionate, caring behaviors that set examples for children to follow.

E.) **Passive Intervention:** Teachers give children time to work through their own problems, but are there to help if things escalate to destructive or aggressive behavior.

F.) **Six-Step Conflict Resolution Process:** Children are provided the guidance to solve their own conflicts. During this process, the teacher will:

1.) **Physical Intervention:** Children are physically separated if they begin to hurt each other.

2.) **Identifying/Interpreting:** Teachers clarify problems, diffuse tension, and facilitate problem solving.

3.) **Validating Feelings:** Acknowledging one's own emotions and those of other children facilitates learning.

4.) **Generating Options/Solutions:** Children are given tools to settle conflicts (negotiate, make retribution, collaborate, etc.).

5.) **Redirection:** A request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior to replace it.

6.) **Natural Consequences:** Teachers point out and reinforce natural consequences as they occur. Children see the results of their own behavior and begin to modify it accordingly. "You threw sand after we asked you not to. Now you need to leave the sandbox and find a different area to play in."

As a partner in caring for your child, it is important that good communication exist between the home and our center. If your child is experiencing a change in the home environment that may result in changes in behavior, it is important for you to notify your child's teacher. Your child's teacher will keep you informed of any behavioral concerns that may occur with your child at the center. We want to continue to stress that we are your child's home away from home. We will make every effort to resolve any issues that may occur.



Challenging Behavior

The structure of the physical environment, daily routine and activities presented, and the adult's approach, all have a direct influence on child behavior. Research shows young children who struggle with behavioral and emotional problems have a fifty percent chance of continuing to struggle into adulthood.

Reading GSRP providers must not deny enrollment or exclude a child based on challenging behavior or any disability because of staff attitudes and/or apprehensions, unfamiliarity with the behaviors or disability, the need to access additional resources to serve a specific child or the need for individualized planning and intentional teaching.

There is evidence that a high-quality early childhood education minimizes challenging child behaviors when it focuses on child-initiated learning activities. In addition, positive behavior support is most effective when offered to children through a system based on positive relationships with children, families, and colleagues; creating supportive learning environments, intentional social-emotional teaching strategies, and mental health consultation involving intensive individualized interventions.

The effective early childhood mental health consultant has appropriate credentials and is familiar with program-centered consultation, where the goal is to build the capacity of staff, families, and program systems to prevent, identify, and reduce the impact of mental health problems in children and families. An on-going relationship between a behavioral professional and early childhood program staff ensures familiarity with the needs of children and teachers, timely consultation, and services.



The Reading GSRP teachers will use a conflict resolution procedure when dealing with conflicts between our students. The procedures support the children as they solve problems with materials, do things for themselves and assist them in resolving conflicts with peers. The 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
- Give follow-up support when children act on their decisions

Reading Great Start Readiness teachers are committed to using positive guidance strategies with teaching young children how to manage their own behavior. However, at times, some children will exhibit severe behavior that cannot be managed within the classroom setting. Severe behavior is defined as:

- Danger to self or others (examples include, but are not limited to: Head banging, biting that breaks the skin, hitting, hair pulling, using objects to inflict bodily harm) and/or
- Disruptive behavior that creates chronic interference to classroom activities (examples include tantrums, screaming, foul language, severe or chronic non-compliance or defiance).

The program has developed procedures to deal with such cases of severe behavior. The student will be removed from others and the parents will be contacted. It may be necessary for the parents to meet with the Lead Teacher and/or the Site Director to discuss the situation and appropriate measures.

Daily Schedule : 2022-2023

Great Start Readiness Program Reading Community Schools

Jo Essenmacher -- Lead Teacher

8:35 - 8:50	Arrival Activities
8:50 – 9:00	Greeting Circle
9:00 – 9:25	Breakfast / Clean Up
9:25 – 9:35	Morning Circle
9:35	Planning
9:40	Choice Time
10:35	5 Minute Warning
10:40	Clean Up
10:50 – 11:00	Recall
11:00 – 11:10	Restroom
11:10 – 11:30	Small Group
11:30 – 11:40	Large Group
11:40 – 11:55	Rest Room / Lunch Prep
11:55 – 12:25	Lunch
12:25 – 12:45	Clean Up / Rest Room / Prepare for Outside
12:50 – 1:20	Outside
1:25 - 1:40	Restroom / Prepare for Quiet-Rest Time
1:40 – 2:00	Quiet-Rest Time
2:00 – 2:05	Wake & Clear Rest Time Accessories
2:05 – 2:20	Read Aloud / Snack Preparation / Folders
2:20 – 2:40	Snack / Clean Up
2:40 – 2:50	End-of-Day Circle / Prepare for Outside
2:55 – 3:10	Outside
3:10 – 3:16	Departure
3:20	Load bussers

Reading Community Schools Great Start Readiness Program 2022-2023 Calendar

September 12, 2022	First day of school for GSRP
September 12, 2022	School Pictures
September 26, 2022	NO SCHOOL / Fair Day
October 18-19, 2022	Parent-Teacher conferences after school and evenings for GSRP students
October 20, 2022	NO SCHOOL for GSRP students / Parent-Teacher Conferences
November 15, 2022	Parent Advisory Committee Meeting @ 5:30 p.m.
November 23, 2022	Half day of school, 12:08 p.m. dismissal
November 24, 2022	NO SCHOOL / Thanksgiving
December 15, 2022	Half day of school, 12:08 p.m. dismissal
	Holiday Break for GSRP students begins at dismissal
December 19, 2022-January 2, 2023	Holiday Break
January 3, 2023	School resumes
January 16, 2023	NO SCHOOL / Staff Professional Development
February 16, 2023	Half day of school, 12:08 p.m. dismissal / RCS Parent-Teacher Conferences
February 20, 2023	NO SCHOOL / Presidents' Day
March 28-29, 2023	Parent-Teacher conferences after school and evenings for GSRP students
March 30, 2023	NO SCHOOL for GSRP students / Parent-Teacher Conferences
April 3-6, 2023	Spring Break
April 10, 2023	School resumes
April 18, 2023	Parent Advisory Committee Meeting @ 5:30 p.m.
May 18, 2023	Tentative Last Day for GSRP



The Reading GSRP utilizes Reading Community School transportation. Therefore, when the District is delayed or closed for inclement weather or other incidents, we will also be closed or delayed. However, cancelled-day forgiveness does not apply to GSRP classrooms. Our calendar reflects extra days. Our end date MAY be earlier or later than listed, depending on the number of cancelled days.

