PreK for ALL:
Great Start Readiness Program
"GSRP"
Parent Handbook 2026-27
FULL DAY Program

Chippewa Valley Schools

PreK for ALL: Great Start Readiness Program is Funded by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)
in partnership with the designated county fiscal agent Macomb Intermediate Schools.

Chippewa Valley Schools, in partnership with the community, will provide a safe, inviting, and supportive environment that engages students, and prepares them to be successful and contributing members in an ever-changing world.

For the 2026-27 school year, we will be following the Chippewa Valley School District, Macomb County Intermediate School District, Licensing and Regulatory Affairs, Macomb County, and the State of Michigan GSRP guidelines.

The following GSRP information is subject to change due to any LARA licensing guidelines that are updated during the school year. Your building GSRP staff will work with you and communicate with you on any updates to the calendar, class times, daily routines, and general information presented in the handbook. Thank you for your understanding with our learning circumstances for the 2026-27 school year.

Funding – GSRP Manual

GSRP is described in Sections 32d and 39 of the current State School Aid Act. GSRP grants are allocated by MiLEAP to intermediate school districts (ISDs). ISDs are the grantees for GSRP. ISDs receive state funding via eleven State Aid Payments for each fiscal year, beginning in October. Information pertaining to State Aid Payments may be found under Section 32d "Great Start Readiness Program" in the State Aid Financial Status Report sent monthly to each ISD. GSRP funds are appropriated annually based on an October 1 to September 30 fiscal year. Revenue is not allowed to be earned on any GSRP funds.

Expansion – GSRP Manual

Michigan has a goal to provide every four-year-old with access to free Prekindergarten (PreK) by 2027. The PreK for All initiative includes expansion of GSRP. Funding within the School Aid budget is allocated to Intermediate School Districts (ISDs) who serve as the fiscal agent for GSRP, and are responsible for the selection, support, and monitoring of grantees, which include both public schools and community-based organizations (CBOs).

2026-27 GSRP Locations in Chippewa Valley

Building Location	Address	Class Time
Cherokee Elementary	42900 Rivergate Dr Clinton Twp., MI 48038	8:25 am – 3:10 pm
Cheyenne Elementary	47600 Heydenreich Macomb, MI 48044	8:25 am – 3:10 pm
Clinton Valley Elementary	1260 Mulberry Mt. Clemens, MI 48043	8:25 am – 3:10 pm
Sequoyah Elementary	18500 24 Mile Rd Macomb, MI 48042	8:25 am – 3:10 pm
Shawnee Elementary	21555 Vesper Dr Macomb, MI 48044	8:25 am – 3:10 pm
Little Turtle Early Childhood Center	50375 Card Road Macomb, MI 48044	Various Times Offered

Program Overview

Welcome to the Great Start Readiness Preschool Program (GSRP). Your child is joining a program that has been a valuable part of the Chippewa Valley School District for over 25 years. Our preschool staff brings experience in quality early childhood education. Your child will enjoy participating in hands-on curriculum experiences that contribute to success in kindergarten and beyond. This handbook describes the policies and procedures of our preschool program. Please read this handbook thoroughly so that you are familiar with our practices, procedures, and policies.

Program Philosophy

The Great Start Readiness Preschool Program is Michigan's state-funded preschool program for four-year-old children who meet state mandated criteria. This is a tuition free program.

Children come to school with different backgrounds, needs, and interests. Our program is designed to meet the developmental needs of each child. Children are actively involved in pursuing interests in content areas through the seven foundational volumes of the Creative Curriculum and throughout

our daily routine. We emphasize the importance of the successful partnership between the parents of our students and our entire program staff to provide appropriate and successful child development in the school, as well as the home environment. Parents and other family members, therefore, are strongly encouraged to take active roles in our program through volunteering in the classroom, attending parent informational meetings, and membership on committees.

The mission of our preschool program is to provide high quality learning experiences for children and families. Our goal is also to provide community resources to support the needs of individual families.

Creative Curriculum

Our Great Start Readiness Preschool Program uses the Creative Curriculum. This curriculum was developed by Teaching Strategies. It is one of the most researched and evaluated early childhood curriculums in the nation. The program is organized into studies for the children to learn about the world around them. Some of studies include but are not limited to: Architecture; Percussion Instruments; Seeds; Water; Pets; Trees; Clothes; Lights; Cameras; and Grocery store. These studies generally last from 4 to 6 weeks and are chosen based on the children's interests and involvement. Children learn through peer and teacher modeling; play; a balance of teacher-led and student-initiated instruction; a consistent routine; and following a daily schedule.

Ongoing Child Assessments

Through Creative Curriculum, students are assessed in all areas of development including: Social-Emotional; Physical; Language; Cognitive; Literacy; Mathematics; Science and Technology; Social Studies; The Arts; and English Language Acquisition. Each content area is broken down into objectives and dimensions in each of those areas. This ongoing assessment is used for planning purposes to help each child meet and build on their individual goals.

Assessment of Children's Learning

The Creative Curriculum foundation volumes are concepts and relationships that children are striving to understand. The teaching staff takes anecdotal notes on individual children throughout the day. These notes are entered into a software program called SmartTeach (My Teaching Strategies Gold). This summarizes development and growth across various foundation volumes. During two family conferences and one of the home visits, parents are provided with a report based on the SmartTeach assessment.

Additional Assessment – Developmental Screening

In addition to ongoing assessment through anecdotal records and SmartTeach, the teaching staff uses the **Ages and Stages Questionnaire,** a developmental assessment to measure development in all major domains including communication, gross motor, fine motor, problem-solving and personal-social skills. The Ages and Stages Questionnaires are completed in collaboration with teachers and parents to help facilitate conversations regarding the development of each child. Within 2 weeks of the child's first day of school, we complete the developmental screener for all GSRP students. Generally, this will take place between the initial home visit and the first two weeks of school and you will be prompted by your teacher to complete your portion by email. All families will receive their child's results from their teacher via an email or Remind communication. The ASQ and ASQ-SE information will be kept confidential, only to be shared with the child's family and teacher.

Learning Environment

The classroom environment supports children's development by having age and developmentally appropriate materials including child-size furniture and equipment. The classroom space is divided into well-defined interest areas to encourage distinctive types of play and promote development in all areas. These areas are flexible to accommodate practical considerations and children's changing interests.

Daily Routine

A consistent daily routine supports active learning and builds on children's interests. Through active learning, children construct knowledge with hands-on experiences that are supported by adults. The daily routine includes the **plan-do-review** process which allows children to express their intentions, carry them out, and reflect on what they have done. **Planning** is a

process in which the child's goals shape anticipated actions. Young children's plans may be expressed through actions, gestures, or words. After planning, children carry out their plans during **work time. Work time** provides an opportunity for children to carry out self-initiated plans through a variety of different types of play. **Work time** promotes children's innate need to explore, experiment, invent, construct, and pretend. Play is the work of the child. **Recall time** helps children make sense of their actions, during work time. During **recall**, children remember and reflect upon their experiences by talking with both children and adults. Other parts of the daily routine are **small group time, large group time, and outside time**. During **small group time** children are encouraged to explore and experiment with new or familiar materials that adults have selected based on daily observations of children's interests, curriculum goals, and the key experiences. During **large group time** both children and adults initiate music and movement activities, sharing discussion, classroom communication, and stories. During **rest/quiet time** children will rest or engage in quiet activities. During **outside time**, children engage in a variety of large motor activities and continue to explore concepts related to the foundational volumes.

Sample Daily Routine –
Approximate Times, Each Building Location May Vary

8:25 – 9:00	Arrival/Breakfast/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults and children spend 3-5 minutes together sharing daily announcements.
9:00 – 9:15	Large-Group Time/Music and Movement – All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children
9:15 – 9:25	Planning Time – Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups)
9:25 – 10:25	Work Time (children's hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

10:25 – 10:35	Cleanup Time – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning .
10:35 – 10:45	Recall Time – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children's lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.
10:45 – 11:00	Small Group Time – An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way
11:00 – 11:15	Outside Time – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors
11:15 – 11:25	Bathroom/Wash Hands/Prepare for Lunch – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves
11:25 – 12:05	Lunch/Brush Teeth – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs
12:01 – 1:05	Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.
1:05 – 1:30	Wake/Bathroom/Snack – As children wake up, adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
1:30 – 2:35	Work Time – A second work time, while essentially the same as morning work time, may vary slightly from morning expectations while ensuring that children are primarily involved in planning and carrying out their own intentions. Teachers may implement activities with various grouping strategies (individual, very small groups, homogenous) to support children's learning of targeted skills. At least one member of the teaching team will be assigned to support the majority of children working in open centers. A collaborative curriculum-planning approach helps to ensure that the teaching team will meet individual child needs by supporting and extending development, knowledge and skills

	within children's play themes rather than pulling them aside for teacher-directed activities. GSRP expectations for active, play-based learning must be met at all times
2:35 – 3:10	Outside Time/Dismissal (refer to AM descriptions)

Adult-Child/Child-Child Interactions

Adult-child interaction strategies are used to converse and play with throughout the day. Adults practice positive interaction strategies sharing control with children. Focus is on the children's strengths and they form authentic relationships with children. Teaching staff strive to support children's play and adopt a problem-solving approach to social conflict. Creative Curriculum supports observing children and authentic assessment.

Rest Time Policy

Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

Parent Partnership & Participation

A partnership between parents and teaching staff has been shown to have a positive impact on child development. Children with involved parents tend to have positive attitudes toward school, improved social skills, perform better in school, and attend school regularly.

Home Visit

- The teacher and assistant teacher will conduct 1 home visit per year.
- We will come to visit you at your home. This will take place before school starts.

Parent/Teacher Conferences

- GSRP has parent/teacher conferences scheduled 2 times during the school year.
- The parent/teacher conferences will take place in the classroom.
- Your child ***may not*** have class on the days of parent/teacher conferences.

Parent, Advisory & Kindergarten Transition Meetings

- Parents have full representation at each meeting.
- Parents have opportunities to take part in decision making activities within the local advisory structure.
- The meetings will take place multiple times during the school year.
- The meetings will be held at school.

Parent Volunteers**

Parents are always welcome and encouraged to visit the classroom.

- There is a volunteer handbook given to each family.
- There will be a volunteer orientation meeting set up by the teachers in October.
- Volunteers will be supervised while children are present at school. A staff person will provide the supervision at all times. The staff person will have line of sight observation at all times.
- Criminal background checks will be done on volunteers before working with children in the classroom.
- Parents will refrain from discussing other children or their families with other parents, friends, or staff. Always remember what you hear or see in the classroom, at a meeting or in the office is not something to be discussed with others. After all, you would not want someone to talk about your family, so remember to give others the same respect.

Parents are encouraged to participate in a variety of ways. For example:

- Helping in the classroom
- Preparing materials at home
- Donating materials or supplies
- Sharing skills, talents, and interests with the class

Please talk to your child's teacher if you would like to offer your time and talent.

MISD Great Start Collaborative (GSC) Parent Coalition

Each Intermediate School District is required to have GSRP parent/family representation on the regional Great Start Collaborative (GSC) Parent Coalition; working with other committed parents/families to support early childhood practices in the community. These GSRP parents/families, in turn, act as liaisons to local family participation groups, sharing ideas and activities in person, virtually or through emailed reports.

School Readiness Advisory Committee (SRAC)

Another opportunity involves participation in a school readiness advisory committee (SRAC) convened as a workgroup of the Great Start Collaborative that provides for the involvement of classroom teachers, parents or guardians of program participants, and community, volunteer, and social service agencies and organizations. The advisory committee annually reviews and makes recommendations regarding the GSRP components. The advisory committee also makes recommendations to the GSC regarding other community services designed to improve all children's school readiness.

** Parent Volunteer Guidelines are subject to change pending LARA licensing guidelines, Chippewa Valley Schools, and the MISD. Additional requirements such as clearance from a Sex Offender Background Check started in the 2020-21 school year.

Eligibility/Enrollment/Placement/Withdrawal/Parent Concern Policy

Eligibility

- Children enrolling in GSRP must have their fourth birthday on or before December 1.
- No child will be discriminated against because of race, national origin, sex, or disability.
- Children will not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays, or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors, and cognitive delays)
- Health Appraisal forms must be submitted within 30 days of initial attendance. (Please be sure this form is signed and dated by your physician.)

Enrollment

- The GSRP and Head Start Programs collaborate in preschool recruitment and enrollment activities.
- The recruitment, eligibility, and selection of GSRP children and their families is an ongoing process throughout the school year.
- Priority is given to students who turn 4 by September 1st.
- Registration is open to families who reside within the Chippewa Valley Schools district.

- Children from out of district may be enrolled in our GSRP program if slots remain available after in district enrollment.
- Parents interested in enrolling their child in GSRP may schedule an appointment to fill out an application.
- The following documents must be brought in at registration: child's birth certificate, immunization records, child's health insurance cards, state assistance case number, copy of a parent's driver's license with current address, parent's income documentation, custody arrangement documents and any other documentation as requested.

Placement

- After the application is completed, the GSRP Preschool staff will review the application to determine if a child is age eligible for the program.
- Eligible children will be placed on the wait list or enrolled according to the Great Start Readiness Program eligibility guidelines.
  The parents will be notified by mail of the child's enrollment status prior to the start of the school year.

Withdrawal

- A 14-day written notice is required prior to withdrawing your child from the GSRP so we can make arrangements to conduct the last home visit.

Parent Concern Procedures

If you have questions or concerns, please follow these steps to resolve the problem:

- A conference between the parents and teachers may be requested.
- If no resolution is made in the previous step, another conference will include the preschool supervisor and/or our Early Childhood Specialist, the teacher, and parents. The team will discuss the best plan of action.
- If no resolution is made in the previous step, another conference could include the parents, teacher, preschool supervisor and/or Early Childhood Specialist, and representatives from Adult and Community Education and/or Special Education*. The team will discuss the best plan of action.
- *GSRP staff are not able to request or initiate requests or referrals for Special Education assessments. If an assessment of this type seems appropriate for determining the best plan of action for the child, the parents must contact the Special Education department directly (586-723-2180) and request an assessment be administered.

Inclusion of Students

Students from diverse backgrounds and abilities participate in our GSRP programs. As a district we value diversity and providing a nurturing environment where all students feel safe. Students are encouraged to discuss and celebrate their differences with each other, as it builds engagement and understanding in the development of other cultures and backgrounds. Students and families participating in the GSRP program can learn about the larger school community and world, by learning about other cultures and backgrounds.

Our district has a diverse population, and this is also true for our GSRP program. Students from different racial, ethnic backgrounds, and languages are part of our program, in addition to students with various economic backgrounds, family dynamics, faiths, orientations, and abilities. Our GSRP program reflects a diverse community of learners, and we are committed to supporting our students as they engage in activities that develop their cultural competency and understanding of each other.

Our program supports students as they learn about different people in their instructional resources found around our classrooms, within our curriculum, and during our various school events. During different parts of the calendar year, our staff highlight different cultural backgrounds and the special traditions that align with them. We welcome ideas from families as to best celebrate their uniqueness and how to share this with our classroom community.

Further, our program supports students who may have academic or behavioral differences and abilities. Students are provided accommodations that fit their individual needs to help them be successful in the classroom. Our staff work with students and families who have current Individualized Education Plans (IEP's) or 504 plans or who are in the process of creating these plans. We partner with our Special Services team within Chippewa Valley and the Macomb Intermediate School District to best support students and develop appropriate plans to help each student in our program be successful.

Referral Policy

The Great Start Readiness Program adheres to a referral policy to meet the child's and/or their family' needs, including follow-up procedures, as appropriate. The policy provides helpful information for parents on

- What a referral is
- How staff will work with families to generate referrals
- How the program may support any family need such as medical, mental, health, food, clothing, housing, and
- How parents will be involved at every step regarding support for their child's development

Licensing Policy

- All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.
- Parents have access to and may review the licensing handbook at any time.

Authorization to Share Information

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

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers.
- Ask teachers how children are learning and growing.

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

For Questions:

Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), and contact information:
MiLEAP-GSRP@Michigan.gov or (517)241-7004
Or
MiLEAP, Office of Early Education,
105 W. Allegan Street, Lansing, MI 48933

Confidentiality Policy

Data collected through our developmental screener, the **Ages and Stages Questionnaire,** are designed to promote conversation between teachers and parents regarding the development of each child. The ASQ and ASQ-SE information will be kept confidential, only to be shared with the child's family and teacher.

In addition, our staff maintains confidentiality regarding all child and family information and records. Records are only shared with parent permission. Our staff also follows the Chippewa Valley Schools Board Policy on Confidentiality which is located near the end of this handbook.

Emergency Events/Situations

When necessary, families will be contacted by their teaching team &/or building team about building or class emergency situations. Families may receive a text/Remind or phone call about the emergency pending the nature of the emergency.

For inclement weather or school closings, communication may come from the school building staff or GSRP teaching team through a Remind/text communication or an email.

Our GSRP team will follow district protocol and LARA licensing procedures for responding to and communicating the emergency. Our staff will follow all district and building plans for all emergencies including: fires, tornadoes, floods, power outages, extreme weather events, other natural or man-made disasters, serious injuries or accidents, bomb threats and other man-made emergencies, and intruders or active shooters.

Schedule of Operation/Attendance

Schedule of Operation

- GSRP classes follow the school calendar for Chippewa Valley Schools for holiday closings.
- ***All* Classes** meet 5 days a week (Monday, Tuesday, Wednesday, Thursday, and Friday) for 6 hours 45 minutes each day
- Inclement weather or power outages may require that classes be closed. Parents are encouraged to tune into the school closings list on TV, radio, or school district website.

Attendance

- Parents are asked to ensure that their child attends school every day in order to receive every opportunity for learning and building relationships with students and teachers.
- If a child is too sick to attend school, it is necessary to call the classroom teacher and leave a message. Please include reason for absence and expected date of return.
- Staff will contact a child's family if the child has been absent for a week without an explanation.
- Staff will work with families to support the child's return to school.

Drop Off/Pick Up Policy**

Arrival and Drop Off Time Notes

If not utilizing the before and after care program, please use the following procedure for class drop off:

- Classes will line up in the **front vestibule**, behind the designated tables.
- Each class should line up behind the **teacher's name**.
- Please keep the **center area clear** for families dropping off children in our Infant, Toddler, and Three's programs.

- Families should **not enter the building more than 2 minutes before their child's scheduled class start time**.
- Please help us keep arrival time organized and safe for everyone by following these guidelines.

Late Pick Up Policy**

Late Pick Up Policy

This is the procedure to be followed when a child is picked up late from school.

- 1st Incident: Parent is warned that 2 more late pick ups constitute possible dismissal of student from the program.

- 2nd Incident: Parent is to pay a $15.00 per 15 minute late fee to the teacher at the time of pick up.

- 3rd Incident: A meeting is set up with the parent and late fees will be collected from the parent before the child can return to the program.

Daily Schedule

Please review sample of daily routine following our Creative Curriculum information on page 7 of the handbook. Each classroom will follow a daily schedule that includes:

- Greeting Time
- Large Group Time
- Read Aloud Time
- Small Group Time
- Planning Time
- Work Time
- Clean Up Time
- Recall Time
- Snack and/or Meal Time
- Rest Time (Full-Day programs only)
- Outside Time

2026-27 GSRP Program Calendar*

as of August 11, 2026

We will be following the Chippewa Valley School District, Macomb County Intermediate School District, Licensing and Regulatory Affairs, Macomb County, and the State of Michigan GSRP guidelines. The following information is subject to change.

*Dates subject to change
*GSRP may take field trips and those dates will be communicated by your classroom teachers
* Your GSRP Class may have additional parent meetings scheduled during the year, those will be communicated to you ahead of time.

August 25 – Sept 2	Home Visits – Scheduled by Teacher (45 min visit)
Sept 2 or 3	Open House (Students & Parents Participate) – Scheduled by Class Time
Sept 4 & 7	No School Labor Day
Sept 8	1st DAY OF GSRP CLASS – Half Day of Class – same start time, dismissal/class ends 3 hours later
Oct 15 & 16	Half Day of GSRP – same start time of class, ends 3 hours later
Oct 30	Half Day of GSRP – same start time of class, ends 3 hours later
Nov 3	No School, Teacher Professional Development Day
Nov 25, 26, & 27	No School, Thanksgiving Break
Dec 9, 10, & 11	No School, GSRP Parent Teacher Conferences
Dec 18	Half Day of GSRP – same start time of class, ends 3 hours later
Dec 21 – Jan 1	No School, Holiday Break
Jan 4	GSRP Classes Resume
Jan 15	Half Day of GSRP – same start time of class, ends 3 hours later

Jan 15	Parent Meeting for Kindergarten Information Time TBD
Jan 18	No School, MLK Day
Feb 4	No School, Teacher Professional Development Day
Feb 12	Half Day of GSRP – same start time of class, ends 3 hours later
Feb 15, 16, 17, 18 & 19	No School, Mid-Winter Vacation
Feb 22	GSRP Classes Resume
March 5	Half Day of GSRP – same start time of class, ends 3 hours later
March 17	Half Day of GSRP – same start time of class, ends 3 hours later
March 17	Parent Teacher Conferences Afternoon (No Students Afternoon)
March 18 & 19	No School, GSRP Parent Teacher Conferences
March 25	Half Day of GSRP – same start time of class, ends 3 hours later
March 26, 29, 30, 31, April 1, 2	No School, Spring Break Vacation
April 5	GSRP Classes Resume
April 23	Half Day of GSRP – same start time of class, ends 3 hours later
May 11	No School, Teacher Professional Development Day
May 31	No School, Memorial Day
June 18*	Half Day - same start time of class, ends 3 hours later Last Day of GSRP Class (*pending any school closures, that would require us to extend the calendar)

Dress Code/Clothing

- Think of your child's comfort and safety when choosing clothing. Provide simple clothing that is free of complicated fastenings. Children are expected to run, play and climb on playground surfaces.
- Please ensure shoes are protective of toes, heels and soles of feet.
- Art, cooking projects, and outside play are fun, but often messy. Please keep in mind the wash-ability of your child's clothing. We will do our best to protect your child's clothing.
- Provide weather appropriate clothing for your child throughout the school year. Weather in Michigan can change dramatically and quickly. Be sure your child has a jacket, hat, and gloves available when he/she needs them. We will be going outside if the temperature is above 20 degrees.
- We request a full set of extra clothing to be kept in your child's backpack, in case of accidents or spills. Please make sure the extra clothes you have in your child's backpack are season appropriate.
- If your child wears home any extra GSRP clothing, please be sure they are washed and returned.

Nutrition/Food/Birthday Policy

Food/Nutrition

- A nutritious meal and drink will be provided daily for each child, in keeping with CACFP guidelines.
- Please notify your child's teacher of any known allergies.
- Meal time is an important part of the day when teachers focus on building social/emotional skills, fine motor skills, and math/counting skills.

Birthday Celebrations

- GSRP does celebrate children's birthdays in the classroom.
- Due to possible food allergies, the teacher may provide specific information about food items that may be brought in. Only foods from the supplied list will be served.
- If your child does not celebrate birthdays, please let the classroom teacher know. The teacher will provide an alternate snack for children who do not celebrate birthdays.

Health Care Policies**

**Information subject to change based on Chippewa Valley School District, Macomb Intermediate School District, Licensing and Regulatory Affairs, Macomb County, and State of Michigan guidelines for Covid-19.

Hand Washing:

All adults shall wash their hands appropriately, and at the following times:

- Before handling food
- Before and after giving medication
- After using the toilet
- After handling bodily fluids such as mucus, blood, or vomit
- After cleaning or handling garbage

Staff shall assure that children wash their hands at the following times:

- Before snacks or food preparation experiences
- After using the toilet
- After contact with any bodily fluids
- Whenever soiled

<u>The hand washing procedure</u>:

- Use soap and running water
- Rub hands vigorously for 20 seconds
- Wash all surfaces (backs of hands, wrists, between fingers, under fingernails)
- Rinse well
- Dry hands with a paper towel
- Turn off the water using a paper towel

Coughing/Sneezing:
Children are taught the proper way to cough/sneeze to avoid the spread of germs.

1. Cough/sneeze into a tissue and throw it away. (wash hands)
2. Cough into your upper sleeve or elbow

If you have a tissue, cough/sneeze into the tissue, throw it away and wash your hands. If you don't have a tissue, then cough/sneeze into a sleeve at the elbow. Using either of these methods can reduce the spread of germs and help stop the spread of germs and infectious diseases.

Bodily fluids
Staff members are required to wear rubber gloves when:

- Assisting children who are bleeding or vomiting
- Cleaning blood, vomit, or other potentially infectious matter

The recommended cleaning procedure:

- Clean area immediately
- Dispose of cleaning materials in a double bag, separate from other trash
- Disinfect the area with a bleach solution and let stand for 10 minutes

Cleaning/Sanitizing
Equipment will be sanitized as needed. The following steps are taken:

1. Wash the item vigorously with warm water and soap
2. Rinse item with clean water
3. Clean item with bleach and water (1 tsp. bleach per 1 quart of water)
4. Item should air dry

Accident Care
<u>Serious Injury:</u>
In the event of serious injury or accident, the staff will take the following steps:

- Teacher will have someone call 911 and the parent
- Teacher will begin CPR if needed

- If the child is transported to the hospital, the teacher will go with the child and take the emergency card
- Aide will remain with the rest of the children
- Teacher will complete a serious injury report

Minor Injury:

In the event of a minor injury, the staff will take the following steps:

- Teacher will treat the injury
- Notify the parent
- Teacher will complete a non-serious injury report

Physicals/Immunizations

A copy of the health appraisal and immunizations is required for every child. These documents will be kept on file in the classroom.

Illness

Allergies

Please alert your child's teacher of any allergies your child has. You must also note allergies on your child's emergency information card.

Ill Children

If your child becomes ill during school, you will be contacted and asked to pick up your child within the hour. If parents are unavailable, we will call someone listed on the emergency card. If your child has been absent due to a contagious illness (such as strep throat or pink eye), you will be required to present a physician's certificate in order for your child to return to school.

Exclusion

Your child will be excluded from attending school if he/she has any of the following symptoms:

- Fever (temperature of 100 or higher)
  *Child must be fever free for 24 hours without fever reducing medication in order to return.

- Diarrhea/persistent abdominal pain or Nausea/vomiting
  *Child must be symptom free for 24 hours in order to return.
- Discharge from eye or ear
- Green or yellow discharge from nose
- Persistent or productive cough
- Sore throat
- Skin rash/Sores
- Pain/stiffness of neck and headache
- Conditions such as head lice, impetigo, or ringworm

Re-admittance Your child may return to school when:

- Child is symptom free
- Child has a normal temperature (98.6)
- Child has been on a prescribed antibiotic for 12 hours
- Upon written recommendation of child's physician
- Child is able to function and participate in a group setting

Medication* Parents must complete a medication form and have it signed by the child's physician before any medication will be administered. Only medication in its original prescription bottle, labeled with date of prescription, student's name, and exact dosage, will be administered.

**For the safety of all students, we do not allow medication to be stored in children's backpacks pockets.*

Child Abuse/Neglect Policy

The Child Protective Services Act is designed to protect the welfare and best interest of all children. Under this Act, school employees are

considered mandated reporters and are required by law, to report any suspicion of abuse or neglect to the appropriate authorities. Our employees are not required to discuss their suspicions with anyone before reporting the matter, nor are they required to investigate the cause of suspicious marks, behavior, or condition before reporting. We take this responsibility very seriously and will make all warranted reports to the appropriate authorities.

Child Abuse

The term child abuse carries many connotations and can be defined generally as any act by parents or other persons legally responsible for the child's welfare which causes injury or places the child in danger.

Common Signs of Abuse

Repeated injuries (bruises, welts, burns)
denial by parents or unlikely behavior

- Repeated, very aggressive, negative behavior
- Excessive shyness or friendlessness
- Parents with unrealistic expectations who discipline their children too frequently
- Families that are extremely isolated

Neglect

Child neglect is normally seen as a failure to provide for the child's needs. As defined in the same law cited above, it means, "harm to a child's health or welfare which occurs through negligent treatment, including failure to provide adequate food, clothing, shelter, or medical care."

Common Signs of Neglect

- Extreme behavior (overly aggressive/disruptive, lavish affection on others, extreme shyness/withdrawn)
- Uncared for appearance (dirty/tattered clothes, lack of good personal hygiene, looks undernourished)
- Lack of supervision (left home alone)
- Need for medical care (poor dental health, failure

to have eyeglasses repaired, incomplete immunization records)

Discipline

All adults (staff and volunteers) shall use developmentally appropriate, positive methods of discipline which encourage self-control, self-direction, self-esteem, and cooperation. GSRP uses the following Problem Solving Approach:

1. Approach calmly stopping any hurtful actions
2. Acknowledge feelings
3. Gather information from children
4. Restate the problem
5. Ask for solutions and choose one together
6. Be prepared to give follow-up support

Our staff will guide children through difficult situations. If a serious problem does arise, the staff will make every effort to work with the child and parent toward an acceptable solution. There will be an open line of communication between staff, parents, and children involved in the program.

What we know about the behavioral learning process:

- Young children do not regularly use words to express their feelings and needs. This may be especially difficult for language delayed children or children whose primary language is one other than English.
- Young children do not always connect actions to consequences—it is a developmental process.
- Young children often act in impulsive and self-centered ways. Impulse control and sharing behaviors are also a developmental process.
- Young children may notice others' feelings, however they develop the ability to act with empathy gradually until approximately age 4 or 5.
- Young children often use any means at their disposal to get what they want and to make themselves understood. Their behavior is functional.
- Between the ages of 3 and 6, children become better able to share and take turns.
- Young children struggle with what is real and what is fantasy throughout their preschool years.

Challenging Behavior

Refers to any activity that:

- Interferes with children's learning, development, and success at play
- Is harmful to the child, other children, or adults
- Puts a child at risk for later social problems or school failure

Causes of Challenging Behavior

The causes of challenging behavior are extremely complex and interconnected. Research does show that certain factors increase a child's risk for developing challenging behavior. These factors can be classified in two categories—biological and environmental.

No matter which risk factors are present or which challenging behaviors are demonstrated, it is never productive to blame - especially the child, parents, or teachers.

We often focus on aggressive behavior but many of our strategies work equally well with children who have timid and withdrawn behaviors. These traits also qualify as challenging.

Prevention is the focus of the strategies we use in dealing with challenging behavior.

Research has linked aggressive acts to:

- TV programming
- Computer programs
- Video program content
- Exposure to anger/aggression
- Lack of verbal skills

Strategies that have been shown to work effectively are:

- Eliminating violent programming from the child's environment
- Calmly talking about conflicts and/or problems
- Setting clear and consistent limits
- Telling the child what **to do**, not what **not to do**. Replace negative statements with positive statements

- Naming the behavior you want to reinforce ("You put the puzzle on the puzzle shelf all by yourself!")
- Avoid comparisons between children
- Viewing challenging behavior as an opportunity to teach
- Avoiding situations where children must wait beyond their ability
- Adequately preparing children for transitions and changes in their lives
- Stating rules simply ("I cannot let you throw the blocks").

Extreme and Repeated Challenging Behaviors

If extreme behaviors that are dangerous occur, the child may be supported by finding an unused classroom space for him/her and the teacher. During that time, the teacher will provide a cooling-down time, assist with emotional issues, and when emotional stress has dissipated or lessened, proceed to use the steps to Problem Solving. A meeting with the Early Childhood Specialist, parents, teachers, and (possibly) representatives from Adult and Community Education and/or Special Education may be requested and scheduled.

Weather & Outdoor Play

Children will have scheduled outdoor play each day. Please be sure that your child is dressed appropriately for the weather conditions. If snow is on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves/mittens, and snow boots. Each piece of clothing will need to be clearly labeled with your child's first and last name. Children will be going outside when it is 20 degrees Fahrenheit or above.

As the weather warms up, if your child needs sunscreen, please apply it before school. Please be sure your child wears shoes to run, jump, climb, and play in safely. **NO FLIP FLOPS PLEASE**.

Field Trip Policy**

GSRP will provide for several off site learning experiences during the school year. An adult must drive the child to the site and stay with the child for the duration of the field trip. Any parents/guardians attending the field trip

must have on file a Criminal Record Check prior to participating. No regular classes are held on field trip days. Parents will be notified prior to each field trip.

Notification of Pesticide Application

Families in the Chippewa Valley Schools Great Start Readiness Program will be given advanced notice of a pesticide application by two methods at least 48 hours before application. The two methods of notification are a posting at the entrances of the school and on the Great Start Readiness Parent Information boards. Families understand that there will be no notification when a bait or gel formulation is used. If the pest problem requires an emergency application, families will be notified after the application.

Families may wish to be notified by first class mail before any pesticide application (postmarked three days before the pesticide application). Please fill out the attached form and return it to the classroom teacher to receive pesticide notification by first class mail.

The contact information for the IPM Coordinator is Larry Kleinhanns, Maintenance and Operations Office, 42278 Romeo Plank, Clinton Township, MI 48038

Notification of Pesticide Application

I would like to be notified by first class mail before any pesticide application that is made at this school.

Mailing Information:

Name of Parent/Guardian:

_____

Address:

_____

City: _____ State: ____ Zip Code: _____

School Child Attends (Please Circle all that Apply):

Clinton Valley Elementary

Huron Elementary

Fox Elementary

Mohawk Elementary

Return to:
Classroom Teacher
Or
Larry Kleinhans, IPM Coordinator
Maintenance & Operations Office
42278 Romeo Plank
Clinton Twp., MI 48038
lkleinhans@cvs.k12.mi.us

Healthcare, Evacuation, & Other Information/Resources

- Staff will be trained in First Aid and CPR. Staff will be trained in OSHA.
- A staff member will contact a parent directly or via phone, fax, or email in the case of a fire on the premises of the center that requires the use of fire suppression equipment and/or if the center is evacuated for any reason.
- In an evacuation situation, students will be relocated to an evacuation site and parents will be contacted to arrange for children to be reunited with their families.
- Macomb County Health Department: (586) 469-5520
- American Red Cross: (586) 756-7600
- Healthy Kids (health insurance for pregnant women and children under 19): 1 (888) 988-6300
- Mi Child (low cost health insurance): 1 (888) 988-6300
- Poison Control Center: 1 (800) 222-1222
- WIC -Women, Infant & Children: (586) 469-5471
- Food Information Hotline: (586) 469-5060
- www.webmd.com
- Great Start Collaborative: greatstartmacomb.org
- Macomb Intermediate School District: (586)228-3440
- Macomb Family Services: (586)226-3440 (Assistance/evaluation services for home and school are available upon request by school or parent)
- Early On: (586)228-3463

CHIPPEWA VALLEY SCHOOLS
Educational Services
19120 Cass Avenue, Clinton Township, MI 48038
(586) 723-2020—FAX (586) 723-2021
"Chippewa Valley Schools…preparing students today for the challenges of tomorrow"

Mr. Robert Roberts
Superintendent

Ms. Marina Licari
Executive Director of Elementary Education

Mr. Paul Sibley
Executive Director of Secondary Education

Mrs. Nicole Faehner
Director of State and Federal Grants/Early Childhood Specialist

August 1, 2020

The Chippewa Valley GSRP Preschool adheres to the district's board policy on Confidentiality.

8350 - CONFIDENTIALITY

It is the policy of the Board of Education that when the District receives in trust from a public agency information identified to be confidential or exempt from disclosure under the Freedom of Information Act, Common Law, Privilege Case Law, or Federal Law, the Board will maintain the confidentiality of said information to the maximum extent permitted by the law.

Further, employees must not divulge confidential information contained in any records and files of this Board.

Employees must not divulge confidential information contained in the records and files of this Board, except to other employees who may need such information in connection with their duties and to authorize parties in accordance with proper departmental procedures.

The Board and/or its employees shall not permit the release of the social security number of an employee, student, or other individual except as authorized by law. Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

Freedom of Information Act requests shall only be responded to in accordance with the District's Policy.

If an employee is approached to provide information inappropriately, the employee must refuse to release the requested information in accordance with applicable procedures, and should refer the requestor to the employee's immediate supervisor.

Any employee who inappropriately releases information, or uses confidential information for personal reason, will be disciplined in accordance with established policies and procedures.

In order to prohibit the unauthorized disclosure of information identified as confidential by a sending public agency, the Board may seek to obtain court protection by:

A. denying requests for release of such information absent subpoena or court order;
B. pursuing motions to quash or protective orders to prohibit unauthorized disclosure.

When possible, the Board will attempt to notify the sending public agency of the requests for release of such information prior to complying with the request.

Employees who violate this policy may be subject to discipline, up to and including discharge.

The Superintendent shall assure that employees receive a copy of and have readily available access to this policy.

The Superintendent may establish Administrative Guidelines to ensure proper compliance with the intent of this policy and the Freedom of Information Act.

Freedom of Information Act 1976, paragraph 15.243 et seq.
M.C.L.A. 445.83, 445.84

Revised 12/5/05
Revised 3/16/09

GSRP Parent Handbook Confirmation

I have received and read through the parent handbook for GSRP. I understand that I may ask questions at any time for clarification of information that is stated in the handbook.

Child's Name (Please Print):

_____

Parent's Signature:_____

Date:_____