

Chelsea School District  
GSRP HANDBOOK  
2025/2026



**Pierce Lake Early  
Childhood Center**

275 Freer Rd.  
Chelsea, MI 48118  
(734) 433-2208  
[www.chelseaschools.org](http://www.chelseaschools.org)



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## **Philosophy**

We would like to welcome your child and you to the Chelsea Community Preschool Great Start Readiness Program! A significant portion of a child's foundation for learning is developed from birth to age five. The educational experience a child has prior to entering kindergarten significantly impacts the child's ability to learn throughout life. So enrolling your child in preschool was a great choice!

The Chelsea Great Start Readiness Program (G.S.R.P.) believes individual children develop best in a nurturing classroom through active learning experiences. We provide a developmentally appropriate program in a safe and nurturing environment, which promotes social, emotional, physical, and cognitive growth. Our teaching team works to build confidence in all children in order to establish a solid foundation at their own developmental level. We foster supportive relationships with families and community partners to enrich the child's emotional and social development. These beliefs guide our practice and provide the framework for program decisions.

## **GSRP Eligibility/Admission Criteria**

The G.S.R.P. is Michigan's state-funded preschool program for four-year-old children with factors which may place them at-risk for future educational difficulties. The program is administered by the Michigan Department of Education (MDE) at **no cost** to families that qualify financially. Children must be 4 by December 1 and live in Washtenaw County to be considered. Procedures for selection are based on program eligibility and prioritization of children with the greatest need based on MDE guidelines.

The eight factors that place children at educational risk are:

- Extremely low family income (ELI)
- Low family income (LFI)
- Diagnosed disability or identified developmental delay
- Severe or challenging behavior
- Primary home language other than English
- Parent(s) with low educational attainment
- Abuse/neglect of child or parent
- Environmental risk
- Military deployment

In order to be eligible to enroll, the following requirements must be met:

- Proof of residency
- Up to date immunizations (**or must have certified, non-medical waiver from the county health department**)
- Birth certificate
- Signed health appraisal

- Income verification

### **Non-discrimination policy**

Chelsea School District Schools does not discriminate on the basis of race, color, religion, national origin, creed, or ancestry, age, sex, marital status, height, weight, familial status, arrest record or physical and mental disabilities in accordance with the Elliot-Larson Civil Rights Act (ELCRA) MCL 37.2206, Persons with Disabilities Civil Rights Act (PWCRS), MCL 37.1206, Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, the Age Discrimination in Employment Act and the Immigration Reform and Control Act of 1986 (8U.S.C., Section 1324A Et.Seq.) and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible. Chelsea School District has designated the following individuals as Civil Rights Coordinator: Title IX, Title II and Section 504 - Exec. Director of Human Resources, Marcus Kaemming, 500 Washington St. Chelsea, MI 48118, 433-2208, ext. 6081, [mkaemming@chelseaschools.org](mailto:mkaemming@chelseaschools.org) AND Lisa Nickel, Director of Special Education and Early Childhood, 500 Washington St. Chelsea, MI 48118, 433-2208 ext. 6083, [lnickel@chelseaschools.org](mailto:lnickel@chelseaschools.org)

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;  
(2) Fax: (202) 690-7442; or  
(3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **Confidentiality**

To protect the rights of your child and your family, children's records are only available to the preschool's administrators, authorized staff of Chelsea Community Preschool, authorized employers from the State of Michigan Department of Daycare Licensing, and the child's parents or legal guardians. Confidential and sensitive information will only be shared with employees of the Chelsea Community Preschool who have a "need to know" in order to appropriately and safely care for your child.

You may observe children at our center who are disabled or exhibit behavior that may appear inappropriate (i.e., biting, hitting and spitting). You may be curious or concerned about the other child. Our confidentiality policy protects every child's privacy. Employees of the preschool are strictly prohibited from discussing anything about another child with you.

### **Child Custody Policy**

According to the Michigan Department of Child Day Care Licensing: "Until custody has been established by a court action, one parent may not limit the other from picking the child up from our (preschool program) care. The child information card that the enrolling parent signs states "persons other than parent..." "It is not within our (preschool program) legal right to withhold a child from a parent; unless there has been court action which limits one parent's right to the child." In cases where the child is the subject of a court order (i.e., Custody Order, Restraining Order, or Protection from Abuse Order) the Great Start Readiness Program must be provided with a certified copy of the most recent order and all amendments thereto. The orders of the court will be strictly followed.

### **Curriculum/Assessment**

Chelsea's Great Start to Readiness Program (G.S.R.P.) provides a quality educational program for a diverse population of children with widely varying levels of development and ability by following the HighScope® curriculum. In HighScope's® vision of preschool education, children are doers and problem solvers, and adults are partners who share in children's discoveries and gently guide their learning. We call this approach **active participatory learning**. Young children build or "construct"

knowledge of the world — finding out how the world works through direct experience with people, objects, events, and ideas. The HighScope® Preschool Curriculum is built around 58 developmental milestones called **key developmental indicators**(KDIs) in 8 curriculum content areas that are closely aligned with state and professional standards. The KDIs define **what** we teach; the **how** are provided by our teaching practices for the classroom learning environment, daily routine, and adult-child interaction. For more information about the HighScope's® curriculum can be found at [www.highscope.org](http://www.highscope.org).

The Chelsea G.S.R.P. utilizes the Ages & Stages Questionnaire, a confidential developmental screening tool to assess children's skills in different developmental areas.

Each child is screened in the fall. If concerns are noted, teachers will refer children for further diagnostics through special education. Parents are notified for referrals for special education evaluation, and signed parental consent is required.

The Chelsea G.S.R.P. utilizes the HighScope® child assessment tool known as the Child Observation Record (COR). The Preschool COR is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development. Teachers will complete COR three times a year for each child. This information is confidential and will be shared with parents at two conferences; one in the fall and the other in the spring. Any sharing of assessment data with others requires parental consent.

### **Diversity**

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. For those children identified as English Language Learners, we do offer support services for the classroom and families through our ELL Coordinator and will collaborate with the family to ensure that the home language is encouraged in the classroom setting. All Pre-K students qualify as EL based on identifying a language other than English on the Home Language Survey. This applies to eligible district-based programs, including non-profit or tuition-free programming, where a child receives a UIC and is reported in MSDS with the district code. GSRP is an eligible program that serves three to five year old students so students whose home language survey indicates other than English could potentially qualify. We use developmentally appropriate assessments of preschoolers' native and English language proficiency to establish a baseline and monitor progress in acquiring English. Pre-K EL students are served by the district following the same requirements that apply to K-12 English learner students. Should the child continue on to kindergarten in the fall, the EL coordinator will make contact to share all data and information so that services can continue at the next building/level.

Transition for students going to kindergarten and Young 5s takes place in early spring with the EL coordinator, the K-2 principal, and the support staff. Information is shared on developmental milestones and any gap areas that need to be addressed. In the fall, when the student has started kindergarten, the EL coordinator will meet with the general education teacher and the parent to share information as well as screener results and what services will be provided.

### **Child development/Family Needs**

If a parent has concerns about their child's development, they should begin by contacting the lead teacher. The Lead Teacher will initiate the Response to Intervention process. If further interventions are needed a data analysis team will meet to discuss what data to collect, strategies to implement, and how to best meet the child's needs. The team may include: parents, the teachers, the program director, the WISD Early Childhood Specialist, school social worker or psychologist or other special education staff. Once data has been collected and reviewed, a special education referral may be necessary. If a child is already receiving services for a disability, the GSRP program staff will join the IEP team and continue services. For information about referring your child for a developmental evaluation you may contact Lisa Nickel at [lnickel@chelseaschools.org](mailto:lnickel@chelseaschools.org) or log onto: [www.ProjectFindMichigan.org](http://www.ProjectFindMichigan.org)

If a family has needs such as housing, food, medical or clothing, a confidential referral can be made to the school social worker. The Chelsea School District works closely in partnership with Faith in Action, a local charity organization that supports the community. Students qualifying under McKinney-Vento Homeless Assistance Act will be referred to our district liaison, Julia Porambo.

### **Program Evaluation**

The GSRP program is evaluated by an Early Childhood Specialist using the Program Quality Assessment tool provided by the State of Michigan. The Early Childhood Specialist is employed through the Washtenaw Intermediate School District. The results are used for program planning, staff training and revision of management practices. The staff is evaluated annually with classroom observations by the director. The center also uses a self-reflection that is submitted to The Great Start to Quality (GSQ) Validation process which is a component of Michigan's quality rating and improvement system for early childhood programs. For more information, visit [Great Start to Quality Improvement Process](#). In addition, we do send out a survey at the close of the year for all parents to provide feedback on our staff and program. We use the information from all evaluations to assist us in making program changes and improvements as well as to guide our daily instruction.

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

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- 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.

Questions? Please contact:

Lisa Nickel, Director – 734-433-2208 x6083

The MDE Office of Great Start, Preschool and Out-of-School Time Learning at:

[mde-gsrp@michigan.gov](mailto:mde-gsrp@michigan.gov), 517-241-7004, or  
608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

## **Staff**

Chelsea Community Education is part of the Chelsea School District, ultimately responsible to the Board of Education and the Superintendent. The Director of Special Education and Early Childhood, Mrs. Lisa Nickel, is also the Director of the Chelsea Community Preschool.

The preschool teaching staff meets all of the educational requirements with a background in early childhood education. They have current certification in infant, child, and adult CPR and First Aid as well as complete training on blood-borne pathogens, and the use of epipens. The staff regularly attends training on a wide range of topics that may include child development, curriculum, child discipline, health/safety, nutrition, working with parents, and licensing rules. There is a rigorous screening and interview process which includes a criminal history check through FBI fingerprints and DHS Central Registry Clearance. All results are kept on file in our central office.

## **Staff Contact Information - (734) 433-2208**

Diane Jordan, Speech and Language Therapist, [djordan@chelseaschools.org](mailto:djordan@chelseaschools.org) ext. 4212

Mathilde McDaniels, Lead GSRP Teacher, [mmcdaniels@chelseaschools.org](mailto:mmcdaniels@chelseaschools.org) , ext. 4210

Cooper Nickel, GSRP Teaching Assistant, [cnickel@chelseaschools.org](mailto:cnickel@chelseaschools.org), ext. 4210

Lisa Nickel, Director, [lnickel@chelseaschools.org](mailto:lnickel@chelseaschools.org) , ext. 6083

Megan Newton, First Steps Coordinator, [mnewton@chelseaschools.org](mailto:mnewton@chelseaschools.org), ext. 4201

Jamie Baxter, Lead Teacher, [jbaxter@chelseaschool.org](mailto:jbaxter@chelseaschool.org) , ext. 4205

All classes are held in the Pierce Lake Early Childhood Center, which is located at 275 N. Freer Rd. . The preschool office is located in the main hallway. If you need assistance and cannot reach your child's teacher, please contact (734) 433-2204, ext. 4001.

### **Withdrawal/Attendance Policy**

If you withdraw your child from the preschool, please provide notice in writing. Children are expected to attend school on a regular basis. Excessive absences may result in termination from the program.

If a child must miss school, please notify the teacher with a reason for absence. There are times when it is appropriate for your child to miss school. If your child is sick, please do not send them to school. If your child becomes ill during the school day, you will be called to come pick him/her up. If you cannot be reached, the person you named as your emergency contact or named as other persons to be released to on the Child Information card will be contacted.

### **Drop-Off/Pick-Up Procedures**

For the safety of our youngest learners, all doors are locked during the school day. **Please use the entrance off Old US 12 and enter in the doors that face the bus garage.**

If someone other than the parent will be picking up your child, please inform the teacher in writing. We will not release your child to anyone who is not listed on the Child Information Record.

### **Parent Involvement: Please contact your child's teacher for information regarding involvement in the classroom and for special events**

We encourage parents to become involved. We have implemented several ways that will help you to be a part of our preschool:

1. Parent advisory meetings with childcare provided
2. [Success by 6 Great Start Collaborative meetings](#)
3. Parent-child special events
4. Classroom events and activities
5. Sharing special interests, talents or cultural experiences (Please indicate this on the Child Information Sheet)
6. Volunteering in the classroom - all volunteers work under the direct supervision of on-site staff at all times
7. Parent-teacher conferences (twice during the year and also upon request)
8. Home Visits (twice during the year)
9. Preparing classroom materials at home

10. A family survey is sent out at the end of year to gather feedback on our staff and program. This information is vital for us so that we can continue to improve our program.

Teachers communicate via email and Seesaw with newsletters and other information. Please be sure to check your accounts regularly. If you do not have access to email, please let your teacher know so we can make accommodations that ensure you get information. \*For families visiting the building who need a space for breastfeeding, please stop in the office and the secretary can show you the conference room.



### **Preschool Licensing**

The Chelsea Community Preschool is licensed by the State of Michigan, and we comply with all of the state's regulations for preschools (safety, sanitation, supervision, equipment, etc.) As a preschool parent, it is important that you be aware that we are required by law to:

1. Have on file for each child before he or she starts school:
  - a. Child Information Record (emergency information)
  - b. Completed health appraisal form (with immunization record and record of physical examination dated within a year of school start date or must have certified, non-medical waiver from the county health department)
  - c. Birth certificate (Official certified copy)
  - d. Preschool Agreement
  - e. Child Information Sheet
2. Release your child only to persons listed on your Child Information Record.
3. Hold fire, tornado, and lockdown drills; post exit routes and tornado cover locations in each classroom.
4. Notify parents if another child in the class has contracted a communicable disease.

Per Michigan licensing rules the following are available for you to view: current license, the preschool's administrative rules, and the licensing inspection book.

### **Classroom Management/Discipline Procedures/Social Emotional Development**

One of our main goals of our program is to encourage children to respect themselves, other people and property as well as develop the social emotional skills crucial to successful interactions with others. Getting along and sharing is a new experience for most preschoolers. We believe that each child is able to develop the skills to manage their own behavior and emotions. To achieve this, the staff will provide:

- Consistency
- Choices with safe boundaries
- Skills and language needed to verbalize and express feelings and needs
- Tools to express emotions in an acceptable and safe manner
- Encouragement to do things independently throughout the day
- Provide regular social emotional lessons embedded in instruction as well as targeted lessons led by our Youth Mental Health Coordinator
- Provide a safe calm corner in the classroom for students to choose to go to regain control of their emotions. Tools will be provided in the calm corner to assist them – visual picture chart of choices, books, fidgets, sensory small toys etc.

Staff will follow the six steps of conflict resolution which are:

- Approach child calmly and stop any hurtful actions
- Acknowledge children's feelings
- Involve children in identifying the problem by gathering information from children
- Restate the problem
- Ask children for solutions and encourage them to choose one together
- Give follow up support when children act on their own decisions

The Chelsea Community Education Preschool adheres to the law as described in **Michigan's Revised School Code Section 380.1307b**. Physical seclusion and/or restraint shall not be used with preschool aged children as defined by law. The following actions are prohibited in all situations: Corporal punishment, deprivation of basic needs, child abuse, intentional application of noxious substance or stimulus resulting in physical pain or extreme discomfort, mechanical restraint, chemical restraint, any restraint that negatively impacts breathing, prone restraint, physical restraint other than emergency physical restraint, and seclusion. Children are not excluded or expelled for any reason

except for contagious illness that endangers the health and/or safety of children or others.

## **Healthcare Procedures**

Health and safety of our children is the top priority. Staff will do everything they can to maintain a healthy environment for the children.

### **1. Hand washing**

Children and staff must use hand washing soap on a regular basis to help reduce the spread of germs. Attachment Wash Your Hands is the process for proper hand washing.

### **2. Bodily fluids**

All staff members have been trained in blood borne pathogens. Precautions presented in this training will be used when handling and cleaning up of bodily fluids. This includes the use of gloves, proper clean up and disposal of waste. In larger situations, the custodians will be contacted to properly clean the areas of the room or the building involved in the situation.

### **3. Cleaning toys, equipment and surfaces**

Cleaning of equipment, toys and surfaces will be done on a regular basis. Bleach solutions and other disinfectants will be used.

### **4. Medications**

In the event that we do need to administer medications, we will follow the proper procedures according to school policy and doctor's orders. In accordance with 1971 Michigan Public Act 157, medication administered to a student must be done on the basis of written permission by the parent or guardian, must be done in compliance with a physician's instructions, and done in the presence of another adult. The medicine must be in its original bottle labeled with name, date, doctor's name and instruction for dosage and administration. See board policy for additional information at <http://www.neola.com/chelsea-mi/> .

### **5. Extreme medical condition**

Students with extreme medical conditions will fill out the Life Threatening Medical Conditions form (provided in your preschool packet) and submit it to the school staff. An emergency procedure plan will be implemented and all staff involved will be notified.

### **6. Controlling infection**

Refer to the attachment When Should a Child Be Sent Home for Illness? to understand the procedures used to control and to determine when to send a child home for medical reasons. If there are ever any questions related to this, contact the Program Director. If your child is displaying any symptoms of COVID-19, please keep them home. Students developing symptoms during our school day will be moved to a supervised quarantine room in our building and a family member or guardian will be contacted to take their student home. Chelsea School District protocols and policies will be strictly followed in regards to illness.

## 7. Further information

In the office at the south end of the Early Childhood Center, we have information about various possible illnesses that children may contact. The following is a list of resources available for preschool staff and parents who have questions concerning health related topics:

Comprehensive School Health Unit or Centers for Disease Control Michigan Department of Public Health [www.cdc.gov](http://www.cdc.gov) [www.michigan.gov/mde](http://www.michigan.gov/mde) (989) 373-7247. MI Childhood Immunization Registry [www.MICR.ORG](http://www.MICR.ORG) (888) 243-6652

## **WASH YOUR HANDS!**

Children share germs in many ways. They put their hands in their mouths, share toys and usually enjoy being hugged and kissed. You can't avoid all germs, but you can help prevent the spread of disease and infection.

The best way to prevent diseases is to wash your hands! Teach your child to wash her hands thoroughly with soap and water.

Show your child how to make soap bubbles and rub them all over her hands, wrists and between her fingers. Check under her fingernails for dirt too. Rinse her hands under running water. If you don't have soap and running water nearby, you can wash her hands with pre-moistened wipes.

Be a good example to your children. Children watch you and imitate what you do. Wash your hands before eating or preparing food. When your child is sick, wash your hands after helping her so you won't spread germs to other children. Also, teach children to flush and wash every time they use the toilet.



## **WHEN SHOULD A CHILD BE SENT HOME FOR ILLNESS?**

Parents often ask, "When should a child be sent home for illness?" Here are **SIX** reasons to call a parent and ask that a child be picked up from preschool as soon as possible:

1. **FEVER**

If a child has a temperature of 100.4 degrees F or above

2. **DIARRHEA**

If a child has two loose stools, even if there are no other signs of illness...

Exception: This may occasionally be caused by new foods a child has eaten or teething. Call the parent to find out if there is a non-medical reason for the loose stools.

3. **VOMITING**

Any vomiting is a reason to send a child home.

Exception: Motion sickness (from use of play equipment or riding in a car or other vehicle) which goes away after motion stops would not be a reason to send a child home.

4. **RASH**

Any rash illness should be checked out by a medical provider. Any red-fine-or-blotchy-rash on the face, trunk or arms and legs is a reason to send a child home. The child should remain at home until well after chicken pox, measles, rubella and other viruses. A child with scarlet fever should be treated with antibiotics for 24 hours before returning to day care or school.

5. **CRYING AND COMPLAINING FOR A LONG TIME**

Any time a child is not "herself" or "himself" and is complaining about discomforts or is just cranky and crying more than usual for the child.

**Staff may isolate children if they have any of these symptoms. They will immediately wash hands well to help prevent the spread of disease to caregivers and to other children.**

6. **INJURY**

In the event an injury occurs through an accident while in our care, an accident report will be completed and you will be asked to review and sign the report when you arrive to pick up your child. Mild injuries (scrape, small cut, etc.) will be treated with basic first aid including soap and water, band ice, ice. Any head injury, parents, guardians or emergency contacts will be notified immediately by

telephone. Whenever an injury is serious enough to need a medical provider's attention, a parent will be contacted immediately to take the child home. While not an emergency situation (no need to have the child picked up immediately), children with the following diseases should remain at home until successfully treated: impetigo, lice, pink eye, pinworms, ringworms, scabies and thrush (Candida).

### **Communicable Diseases and Illness**

Children who are:

- taking antibiotics for a contagious disease
- have a fever • is vomiting
- has diarrhea
- have symptoms of Covid-19 should be **24 hours symptom free without medication** before returning to class.

If you have a question as to whether you should keep your child home, please refer to the above mentioned county guidelines 1-6.

Please watch for the following diseases or conditions:

Rubella ("German" Measles)	Pinkeye (conjunctivitis)
Rubeola ("Red" Measles)	Impetigo
Chicken Pox	Head Lice
Mumps	Scabies
Hepatitis A (Infectious)	Ringworm
Strep Throat	Pertussis (Whooping Cough)
Symptoms of COVID-19	

Children with these diseases cannot be admitted to school. Any child showing signs that might indicate the beginning of the disease will be sent home to allow the development of symptoms and to protect other pupils. If your child has any of the above conditions, please notify the Community Education Office to allow notification of parents of children enrolled in the class. **Non-immunized families may face possible exclusion from preschool for the entire incubation period of the communicable disease and will not be reimbursed for tuition expense incurred. If your child has any of the above conditions, please notify the Community Education Office to allow notification of parents of children enrolled in the class.**

### **Medical Emergencies**

School personnel administer minor first aid. In the event of an emergency, we will immediately call for the necessary medical assistance and then contact the parents and/or persons indicated on the Child Information Record.

Please complete the Medical Emergency Form if your child has any life-threatening conditions and contact your teacher with any medical concerns

### **Additional resources:**

The following is a list of resources available for preschool staff and parents who have questions concerning health related topics: Comprehensive School Health Unit Michigan Department of Public Health

[www.michigan.gov.mde](http://www.michigan.gov.mde)

(989)373-7247

Centers for Disease Control

[www.cdc.gov](http://www.cdc.gov)

Michigan Childhood Immunization Registry

[www.MICR.ORG](http://www.MICR.ORG)

(888) 243-6652

### **Child Abuse/Neglect**

Investigation of Child Abuse/Neglect Under the Child Protection Act by a Public Children's Services Agency or Law Enforcement Agency

Every Board official and employee who, in connection with his/her position, knows or suspects child abuse or neglect is a mandated reporter and must immediately report that knowledge or suspicion to a public children's services or law enforcement agency in accordance with Board Policy 8462.

An official of a public children's services agency or law enforcement agency may interview a student on school property during school hours in order to investigate a claim of child abuse/neglect involving such student or a member of the student's family. If neither the student nor a member of his/her family is the subject of the child abuse/neglect investigation, such agency shall be encouraged to contact the student during non-school hours and investigate the matter off school property, if at all possible. The building administrator shall attempt to contact the parent prior to questioning, unless the investigator specifically requests that s/he not make such contact due to potential impact on the investigation.

The building administrator or designated guidance counselor will remain in the room during questioning of the student unless prohibited by the agency investigator.

## **Grievances**

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 can contact the Early Childhood Director, Lisa Nickel at 433-2208 ext. 6083 or at [lnickel@chelseaschools.org](mailto:lnickel@chelseaschools.org). The Early Childhood Specialist from the WISD and/or the Early Childhood Director can become involved if concerns are not met satisfactorily.

## **General Information**

**What to wear** – Please send your child in comfortable play clothes and closed toe shoes. We will be painting, gluing, and playing in sand and water. Please be sensitive about the weather and dress your child appropriately. We will be going outside to play unless the weather is inclement or temperature is of extreme cold. We encourage you to keep an extra set of clothes in your child’s backpack. **Please label all belongings with child’s name or initials.**

**Nutrition** – The Great Start Readiness Program follows the guidelines of the DHS Bureau of Children and Adult licensing. Foods served reflect home and community cultures and are high in nutrients and low in fat, sugar and salt. A healthy breakfast and afternoon snack will be provided for your child each day. In addition, a family style lunch will be served every day. Please have a doctor’s note for any allergies so that a replacement for what is being served can be made. **Families are required to fill out the free and reduced lunch form.** All nutritional information is available for every meal on our [food service website](#).

This care center is a participant in the Child and Adult Care Food Program (CACFP), a United States Department of Agriculture (USDA) program. The CACFP provides cash reimbursement to child and adult day care centers for nutritious meals and helps children and adults develop and maintain healthy eating habits. The CACFP is administered by the Michigan Department of Education (MDE).

Through the Child and Adult Care Food Program you can be assured each participant is getting balanced, nutritious meals and developing/maintaining healthy lifelong eating habits. Proper nutrition throughout life ensures fewer educational and physical problems later in life.

As a participant in the CACFP, your care center receives reimbursement for serving nutritious meals and snacks. Meals and snacks must meet the USDA meal pattern requirements listed below (Child Meal Pattern).\*

Breakfast	Lunch and Supper	Snack (serve 2 different food group items from the 5 food component groups below)
Milk  Fruit, Vegetable, or a combination of both    Grain	Milk  Meat or Meat Alternate Vegetable Fruit (or second Vegetable)  Grain	Milk  Meat or Meat Alternate Vegetable Fruit   Grain

*\*Children less than one year old and Adults Day Services:* Foods in the infant and adult meal pattern vary. Please request the applicable infant or adult meal pattern requirements from our center.

MDE is required to verify the enrollment, attendance and meals/snacks typically consumed by children while they are in care. MDE staff may contact you regarding your child’s participation in our day care center. If you have any questions about the Child and Adult Care Food Program, please contact Chris Simpson, Food Service Director, [csimpson@chelseaschools.org](mailto:csimpson@chelseaschools.org)

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) ([http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html)) online, and at any USDA office, or write a letter addressed to USDA and provide in the letter all

of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: 202-690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

### **Physical Activity/Recess/Weather**

Outdoor play and physical activity are an important part of a child's development and growth. We will provide the students with 60 minutes of outdoor play on a daily basis unless we are having severe weather conditions. If the temperatures reach a wind-chill of 19 degrees, the children will have their physical activity play time in our indoor gym area. Should the weather cause the school district to cancel school, the preschool will also be closed. The school closing information may be found on the district website: [www.chelseaschools.org](http://www.chelseaschools.org).

**Security of Building** – For the security of our students the building will be locked at all times. Please call your child's classroom phone for late drop off/early pick up. The phone number and classroom extensions will be posted on each door.

**No pet policy** – Please be aware that board policy does not allow pets on the premises without prior approval.

### **Smoking/Vaping/Drug/Alcohol Policy**

Smoking tobacco, vapes, consuming alcohol, and/or using/possessing illegal drugs are prohibited and on any school property at all times.

### **Fire/Tornado/Lock-down Drill**

Written procedures regarding the care of the students for emergencies is provided to all staff and hanging in a visible location by the phone. Our drills are a necessary precaution for safety and students are taught the procedures for each type of drill.

Fire -

1. As the bell sounds, all students should form a line ready for exiting
2. No Talking
3. Move quickly without running
4. Go where directed

Tornado –

1. Students line up and head to the hallway
2. Students seat facing the wall with their heads covered
3. Teachers will provide instructions as information becomes available

Lock-down drills will be conducted at least twice per school year. When in lock-down, only law enforcement and emergency personnel will be permitted to enter or exit the building. Students will go to the designated safe spot and staff will be kept up to date with the use of walkie-talkies. Should an alternative location be necessary, the first place would be the Senior Center. All completed drills are posted on the Early Childhood website which can be found [here](#).

### **Missing Child Action Plan**

In the event a Chelsea Community Preschool student is discovered missing, the following procedures will be followed:

- The walkie-talkies will be used to communicate to central office to get administrative support. Code phrase of Looking LC with room number will be used. Central office will respond with copy that, sending someone for help.
- Have as much information as possible to share with administration (time/location student was last seen, what was student wearing, who student was with, student demeanor, any custodial issues)
- All available staff will report and will be assigned places to look
- If not located, central office will report child missing to parents and police department

### **Daily Routine/Schedule**

Teachers give preschoolers a sense of control over the day by planning a consistent daily routine that enables the children to anticipate what happens next. Central elements of the preschool daily routine include breakfast, the plan-do-review sequence, small and large group times, free choice, clean up, lunch, snack and outside time. Programs that operate 5 or more hours must have quiet/rest time. The rest time will be at least 45 minutes and no longer than one hour, while accommodating for the individual needs of children. Quiet activities will be provided for children after 20 minutes of resting and that do not sleep. Each child will be provided one mat to rest on. We provide mats and blankets. Mats are sanitized daily, and blankets are washed weekly by staff (no stuffed animals allowed). Mats will be sanitized in accordance with licensing rules. Children will assist with setting up and cleaning up as their abilities allow. Soft music will be played, the lights will be turned off and staff will provide a comforting, supervising presence while children rest. The complete daily schedule is posted outside the classroom.

### **Transitions**

We know how important it is to help children prepare for any transition they make in life; these changes can be scary and bring out big emotions. At preschool we assist children in a variety of ways so that they can successfully make transitions whether that is heading off to Kindergarten or changing classrooms or welcoming a new sibling in the home. Some of the ways we support children with transition are:

- Fall and Spring Open House so kids can see classrooms and meet teachers well before they enter a new space.
- Have the kindergarten staff and the principal come to the preschool to meet the kids, be guest readers, and attend preschool graduation.
- Encourage our families to attend special events at the K-2 building such as reading night or science night.
- We utilize social stories that help children prepare for big changes – going to kindergarten, welcoming a new baby, changing classrooms in the fall, going to preschool instead of First Steps, death of a loved one or special pet.
- Having preschool staff attend the Kindergarten and Young 5 Orientation evening so that a familiar face is there to greet them.
- Having support staff such as the OT and the social worker provide services at both the preschool and the K-2 building so that we have a bridge person for the children when they enter school in the fall.

If you have a concern about your child being anxious about a transition, please reach out to your child's teacher so we can partner together to support your child.

## GSRP Calendar 2025/26

### Pierce Lake Early Childhood Center

Program days are Monday-Thursday - A.M. class: 8:00-2:45 p.m.

August 25, 26 - Home visits

Thursday, August 28 - Open House, 5:30-6:30

Wednesday, September 3 - First day of school

Monday, September 29 - **No School District Wide**

Monday, October 13 - **No School District Wide**

Thursday, October 23 - Preschool Fall Festival 5:30-6:30 p.m.

Monday, November 3 - **No School for students**, Teacher PD

November 24 - November 25 - **No school for students**, Parent-Teacher Conferences

Wednesday, November 26-Friday, November 28 - **No School** (Thanksgiving break)

December 22, 2025 - January 2, 2026: **No school** Winter Break

Monday, January 5 - School Resumes

Monday, January 19 - **No School** – Dr. MLK Jr. Day

Saturday, February 7 - Preschool Carnival, 10:30-12

Monday, February 9 - **No School** for Students; Full day Teacher Professional Development

Monday, February 16 - **No School** - Presidents' Weekend

March 5 and 6 - **No School** Parent-Teacher Conferences

March 30-April 3 - **No School** - Spring Break

Monday, April 6 - School Resumes

Monday, April 27 - **No School** Full day Teacher Professional Development

Friday May 1 - Home visits

Friday, May 8 - Home visits

Thursday, May 7 - Preschool Picnic 5:30-6:30 p.m.

Thursday, May 14 - Last day **Morning only** (8:00-11:00 a.m.), p.m. teacher prep for graduation

Friday, May 15 - Preschool Graduation

**\*All dates subject to change. Please read classroom weekly newsletters for all upcoming events.**

