

PLECC HANDBOOK

GSRP



PreK
for ALL



Pierce Lake Early Childhood Center

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Welcome Message

Dear Families,

It is our pleasure to have your child(ren) enrolled in our program. We look forward to having your family as part of our community. We are proud of the programming we offer and are excited to welcome you to our community.

This handbook will provide program policies and procedures as they relate to your child(ren), your family and your role within the center. The history, mission, philosophy, curriculum, and policies are explained along with many other items. Please read through the entire handbook as it will provide much information and answer many of the questions you may have about our program. If your family needs translation of these policies and procedures or needs a translator at any point to communicate effectively with our staff please let us know so we can support.

If you have further questions or concerns, we are always available to assist you. We look forward to being a part of the growth of your child(ren) and welcome your participation as a member of the Early Learning Center.

Sincerely,

Erin Martin

Erin Martin
Early Childhood Coordinator
Pierce Lake Early Childhood Center
734-433-2204 ext 4002
emartin@chelseaschools.org



The Great Start to Readiness Program (GSRP) is Michigan's state-funded preschool for eligible four-year-old children with a focus on supporting children's development of school readiness skills. The program is administered by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), Office of Great Start (OGS). Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

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.

At Chelsea Early Childhood Center we are committed to providing a safe enriching environment with a focus on engaging children in their development with a proven research-based curriculum. We have well trained teachers, a variety of materials and equipment, and a low ratio of children to adults. Our learning environments invite active engagement by children, and teachers engage with children and encourage their interests and activities through meaningful conversation and support.

Curriculum

Pierce Lake Early Childhood Center provides a quality educational program for a diverse population of children with widely varying levels of development and ability by following the HighScope's® curriculum. In HighScopes® 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 hows 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.

Child Screening and Assessment

Developmental Screening: In partnership with families we complete the Ages and States Questionnaire (ASQ) developmental screening for all GSRP children. Each child is screened in the fall prior to the start of the school year. The teachers and families will partner to use the information to plan for each child's success. If further evaluation is indicated by the results of the ASQ, the parents will be notified and a plan of action will be developed. Parents will be notified for referrals for special education evaluation. A signed parental consent is required for all referrals.

Ongoing Child Assessment

The Center utilizes the HighScope® child assessment tool known as the Child Observation Record (COR). COR allows teachers to support and plan for each child's progress throughout the school year. 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.

Children must meet criteria based on the MiLEAP and Child Care Licensing Bureau for admission to a GSRP program. Priority is given to families with greatest need. Students are not selected on a first-come, first-serve basis. Application and enrollment for Washtenaw County GSRP is completed through Help Me Grow Washtenaw County.

Families will apply for GSRP through the Washtenaw Intermediate School District (WISD). A pre-application will be completed through ChildPlus and transferred to Pierce Lake Early Childhood Center.

Once your application is received an in person intake interview will be scheduled. Acceptance for the GSRP classroom is made through selection criteria determined by the State of Michigan.

Prior to admission, the following documents need to be completed and on file:

- 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 (W2/1040, tax return, paystub, public assistance documentation or statement of income)

Eligibility factor information and related documentation:

- Demographic form
- Nutritional Assessment
- Health History Form
- IEP (if applicable)
- Proof of guardianship/foster care/legal custody (if applicable)

State and School Specific Required Documentation:

- Child Information Record (Emergency Card)
- Free and Reduced Lunch Application
- Handbook signature document
- Written Information Form
- Photo Release Form
- Allergy and Medication Forms (if applicable)

Once the above documentation is on file, a determination regarding admission will be made. A child will either be admitted to the program or placed on the waiting list. Children will be on the wait list in order of need. Acceptance dates are provided by the WISD.

Admission Continued

Children must 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).

Withdrawal Process

Our GSRP withdrawal process consists of two parts: 1. the steps we ask families to take if they decide to leave our program and 2. reasons why a child might be asked to stay home or leave our GSRP program.

1. Parent initiated withdrawal

- a. If you decide to withdraw from our program, please let communityed@chelseaschools.org know as soon as possible so that we can notify a family on our waiting list.

2. Program initiated withdrawal

- a. Once enrolled in GSRP, the only reason we will initiate permanent withdrawal from our program is due to low attendance.
- b. Children will be asked to stay home while they have a contagious illness that endangers the health and/or safety of children or others.
- c. According to the MiLEAP, children enrolled in GSRP programs “must not be excluded or expelled because of the need for additional medical or behavioral support.” If your child is struggling in our GSRP program, we will partner with you to help your child succeed.

Attendance/Absence Policy

- Please make every effort to arrive to school on time daily. Children benefit from consistent schedules and opportunities to engage in the program with their teachers and peers.
- If a child must miss school, please notify the teacher and the main office with a reason for absence. 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.
- If your child is absent and the program is not contacted by the parent, the program will attempt to make contact with the parent.
- It is important that children are picked-up on time. Our day ends promptly at 2:45pm. If you are unexpectedly unable to pick up your child on time please notify the main office immediately. If late pick ups continue we will partner with you to develop a plan and coordinate resources to pick-up is on time. If the program day ends and no one is here to pick up your child, we will contact those on the child information card. When a child is still in attendance 30 minutes after the end of the GSRP day, and contact cannot be made with the parent, the program will contact the local police station to pick up the child.
- If a child is consistently absent, resulting in the child missing 15% or more of the program, the program will partner with the family to resolve the situation. If the situation cannot be resolved, then the child may be moved to the waitlist. If a child is planning to miss a consistent month or more of the program, the child may be moved to the waitlist and another child enrolled. When the child who planned an absence returns the child may be re-enrolled if the program has an opening.

Absence reporting should be communicated to the main office at communityed@chelseaschools.org as well as the classroom teacher(s). A phone call to report an absence can also occur 734-433-2204 x 4002.

Calendar

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact the classroom teacher or the program administrator.

Inclement Weather

Inclement Weather, power outages, or other building problems may require that classes not be held. Families are encouraged to tune in to school closings listed on the local TV and radio stations as well as social media to learn if school is closed for the day. If school is in session and needs to be closed families will be contacted via phone and/or electronically to pick-up their child.

Hours/Days of Operation

Chelsea GSRP is held Monday through Thursday from 8:00am-2:45pm and is scheduled to be in session 120 days from September to May.

Program Contact Information

All classes are held in the School Building. The Administration office is located in the office. If you need immediate assistance and cannot reach the program, please contact the Community Education front desk at (734) 433-2204, ext. 4001.

GSRP Room: 210

GSRP Phone: 734-433-2204 , ext. 4210

Daily Schedule Routine:

Our program uses the High/Scope Curriculum approach. The approach emphasizes active learning and a consistent routine that provides many opportunities for children to make choices throughout the day. Central elements of the preschool daily routine include the snack and plan-do-review sequence, small and large group times, free choice, clean up, outside time, lunch, and a rest time. Daily activities will incorporate music, singing, reading, story telling, art, sensory play, dramatic play, science and math concepts, language, literacy, movement, large motor and small motor experiences. The complete daily schedule is posted outside the classroom for parents/guardians, and inside the classroom there's a picture schedule for children.

Rest Time:

All children who are in care for 5 hours or more are required to be allowed the opportunity to rest. All teachers are aware of and position themselves so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Drop Off/Pick Up Procedures:

The entrance to the building is always locked during the school day. This is a procedure to help keep our children safe. Please use the front door for arrival and dismissal.

More specific information will be communicated about pick up and drop off procedures for your classroom. Please be prompt in bringing and picking up your child. 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. You and anyone else picking up your child will need to bring a valid ID. This is for the safety of your children.

What to Wear:

Please send your child in comfortable play clothes and comfortable walking shoes. We will be painting, gluing, playing in sand and water, and participating in messy activities each day. Please be aware of the weather and dress your child in weather appropriate gear and clothing. We will be going outside to play everyday unless the weather is inclement or the outside temperature is extreme in either cold or heat. We encourage you to send an extra set of clothes in your child's backpack. Please label all belongings with the child's name.



GSRP DAILY SCHEDULE

Our Day

Arrival/Greeting/Hand Washing

Breakfast

Morning Meeting and Large Group

Small Group

Planning

Work Time

Clean Up and Recall

Outside

Lunch

Quiet Rest Time

Snack, Outdoor Play, Pack Up and Dismissal

Children's Belongings

All items brought into the center should be labeled with the child's first and last names and safe for classroom use. We do our best to keep track of home items but cannot be responsible should they be misplaced.

Families are responsible for supplying:

- Backpack or tote bag to carry items to and from school.
- Extra clothing. At least two changes of clothes, including socks and underwear, should be kept in each child's locker. Please be sure clothing is safe and does not contain strings, small buttons or beading, scarves, or other choking or strangulation hazards.
- Weather-appropriate/seasonal clothing such as swimsuits in summer, or warm jackets, winter coats, snow pants, hats, mittens, and snow boots, rain boots and raincoats.
- Any necessary sunscreen, lotion, or other over-the-counter needs of their child. Non-prescription forms are required to apply these items.

Cell Phones/Electronic Devices

Cell phones, tablets, electronics are not to be used during the care programming and thus need to be left in lockers or backpacks, or at home. Families assume all responsibility for the cell phones and electronic devices brought to school. We do ask that you refrain from making personal calls to your children during their scheduled time in our program. If you need to communicate about changes in your child's schedule for the day please contact the program director and your child's teacher. If there is an emergency contact the center and we will support appropriate communication.

- Toys from Home Our program is equipped with toys and equipment appropriate to the developmental stages of the children. As a general rule, toys from home should not be sent to school. Teachers will communicate with families if there is a specific activity planned where they might request materials to be donated to be used in the classroom. Teachers and families will work together to consider each child's unique needs and circumstances if a toy or object is to be included at school.

Family Involvement:

Family involvement is welcomed and encouraged. A strong school-home connection benefits children. Pierce Lake offers the following ways for families to be involved and volunteer.

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

1. Volunteering in the classroom - all volunteers work under the direct supervision of on-site staff at all times
2. Family Partnership Zoom Meetings
3. Success by 6 Great Start Collaborative meetings
4. Parent-child special events
5. Classroom events and activities
6. Family Orientation- Open House held annually before the start of the school year.
7. Volunteering in the classroom - all volunteers work under the direct supervision of on-site staff at all times
8. Parent-teacher conferences (twice during the year and also upon request)
9. Home Visits- twice for children enrolled in the GSRP program. Once prior to the start of the school year and one in the spring.
10. A family survey will be 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, Seesaw, and Kaymbu 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 administrative assistant can show you a private space.

Staff

- Chelsea Community Education is part of the Chelsea School District, ultimately responsible to the Board of Education and the Superintendent.
- Background Checks and Screening
- There is a rigorous screening and interview process which includes a criminal history check through FBI fingerprints and DHS Central Registry Clearance and PSOR Michigan Sex Offender Registry Check. All results are kept on file in the central office.
- Training
- The staff of Pierce Lake Early Childhood Center 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.

Licensing

Pierce Lake Early Childhood Center 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:
 - Child Information card (emergency information)
 - 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)
 - Birth certificate (Official certified copy)
 - Written Information Form (state form CCL-4340)
 - Completed Chelsea School District Registration Form
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.

Center Licensing Notebook

Per Michigan licensing rules the following are available for you to view: current license, the preschool's administrative rules, and the licensing notebook. This can be found on site on the parent information bulletin board. The licensing notebook contains all licensing reports, and is available for parents to review on site during regular program business hours. Reports can also be found on the Child Care Licensing Website at www.michigan.gov/michildcare. Parents can access child care Licensing rules at the same website www.michigan.gov/michildcare.

Program Evaluation Preschool

Pierce Lake Early Childhood Center is evaluated by using the Program Quality Assessment tool provided by the State of Michigan which entails a self-assessment as well as observations from an outside auditor and we receive a score from the Great Start to Quality program. A star rating is awarded to the center and is available for viewing on the Great Start Connect website, www.greatstartforkids.org. All staff are evaluated annually through classroom observations. 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.

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 Early Learning Center, authorized employers from the State of Michigan Department of Child Care Licensing, and the child's parents or legal guardians. Confidential and sensitive information will only be shared with employees of the Early Learning Center 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.

Questions about enrollment should be directed to the Community Education Office communityed@chelseaschools.org (734) 433-2204 ext 4001

Grievances

The center is committed to providing high quality programming in the best interest of children, families and the center. If a parent has a concern about their child, the classroom, or the program, the concern should first be discussed with the teaching team. Please inform staff of your concern when children are not present. This can be done through phone call, email, or setting up a meeting. Confrontations in front of children are not acceptable. Depending on the nature of the concern, the program staff will either respond, or assist in redirecting the matter to the appropriate staff person within the Center. Program staff will use a variety of techniques to negotiate difficulties that may arise with families. If the problem is not resolved and a solution is not agreed upon, the parents can contact the Early Childhood Director, Erin Martin at 433-2204 ext. 4002 or at emartin@chelseaschools.org.

Child Custody Policy

According to the Michigan Department of Child Care Licensing: "Until custody has been established by a court action, one parent may not limit the other from picking the child up from care in any of our programs. 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 Early Learning Center 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.

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 Preschool

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. Families complete a questionnaire about their students development, health, and interests at registration.



Child Development/Family Needs

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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 speech and language therapist, school social worker or psychologist or other special education staff. Once data has been collected and reviewed, a special education referral may be deemed appropriate. If a child is already receiving services for a disability, the 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 or log onto: 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, Charlotte Yu.

EL Students

For those children identified as English Language Learners, we do offer support services for the classroom and families through our ELL Coordinator. 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. Early LEarning Center 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 5's 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.

One of our main goals of our program is to encourage children to respect themselves, other people and property. Getting along and sharing is a new experience for most preschoolers. We believe that each child needs to develop the skills to manage their own behavior and emotions and become self-disciplined. Guidance, rather than discipline, helps children development important social and emotional skills, including turn taking, problem solving, and awareness of how their actions affect others. The basis of the guidance and discipline policy within our Center is to provide support and encouragement of positive behavior. Since children generally desire positive attention from the adults around them, negative behavior is greatly diminished when those adults provide a supportive, nurturing environment. Our goal is to help each child develop self-confidence and self-control by providing a healthy environment and highly trained teachers. Teachers will communicate any concerns to parents in a timely manner and will work with parents to find appropriate solutions. Our center collaborates with the District Youth mental health Specialist for Social emotional Monthly lessons resources, and tools for students and teachers for both preschool and school age programs.

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

Staff will treat conflict using and follow the HighScope 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

Pierce Lake Early Childhood Center 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, Seclusion other than emergency seclusion, 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, any other type of restraint.

The health and safety of our children is the top priority. Staff will do everything they can to maintain a healthy environment for the children. Please make the school aware of any health concerns or problems your child may be experiencing.

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. Hand sanitizer will be used in addition to hand washing during our day to help prevent the spread of sickness.

2. Bodily fluids

All staff members have been trained in blood borne pathogens. Universal 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

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

See Illness policy below and 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. Chelsea School District protocols and policies will be strictly followed in regards to illness.

Further information

In the office of Pierce Lake Early Childhood Center, we have information about various possible illnesses that children may contract. 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 www.cdc.gov
Michigan Department of Public Health www.michigan.gov.mde (989) 373-7247
MI Childhood Immunization Registry www.MICR.ORG (888) 243-6652

To protect your child, the staff, and the other children, we request that your child not be brought to the child care center when your child shows any of the following symptoms:

Sluggishness or unusual drowsiness without explanation, extreme irritability or cries and cannot be consoled

Difficulty breathing

Diarrhea in the past 24 hours

Blood or mucus in stool Vomiting in the past 24 hours

Mouth sores or drooling

An unexplained rash

Has an oral temperature of 100.4°F or more.

Cannot participate comfortably in routine activities.

Needs more care than the staff can give while they care for the other children.

After leaving the center, the ill child should not return to the center until he or she is well or being treated by a physician and meets our other criteria for particular illnesses. We inform the program families when children have been exposed to any communicable disease. It is important to notify the center if your child is diagnosed by their physician of a communicable disease/virus. We will care for a child that has symptoms of a communicable disease until a parent or authorized adult arrives. After leaving a Center ill, the child must be free of symptoms and fever free for 24 hours before returning to the Center. It is important that your child be well enough to participate in activities and also not be contagious. We know this may be an inconvenience, but we also know that efforts such as these to contain illnesses benefit all of us. All parents must have emergency plans established to care for ill children.

Wash your hands!

Children share germs in many ways. They put their hands in their mouths, share toys and usually enjoy being hugged. 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 his/her hands, wrists and between fingers. Check under fingernails for dirt too. Rinse 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 your child, so you won't spread germs to others. Also, teach children to flush and wash every time they use the toilet.

When should a child be sent home for illness? 19

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. ILL IN APPEARANCE: This could include a child that is not himself or herself, persistent crying, or difficulty breathing. and is complaining about discomforts or is just cranky and crying more than usual for the child. If a child is unable to participate comfortably in the program.

2. FEVER

If a child has a temperature of 100.4 degrees F or above, The child should not return until 24 hours of no fever, without the use of fever-reducing medications.

3. DIARRHEA

If a child has two loose stools, even if there are no other signs of illness. The child should have no loose stools for 24 hours prior to returning to school

4. VOMITING

Any vomiting is a reason to send a child home. The child should have no vomiting for 24 hours prior to returning to school.

5. 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 child care or school.

6. CRYING AND COMPLAINING FOR A LONG TIME

Any time a child is not “themselves” and is complaining about discomforts or is just cranky and crying more than usual.

Staff may isolate children if they have any of these symptoms in a designated supervised quarantine room. They will immediately wash hands well to help prevent the spread of disease to caregivers and to other children. Parents/guardians will be contacted to pick up their child.

7. 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. Minor injuries (scrape, small cut, etc.) will be treated with basic first aid including soap and water, band aid, ice. In the event of a head injury, parents, guardians or emergency contacts will be notified immediately by telephone. Children will be supervised for changes in mood/behavior and watched for any signs of vomiting or nausea related to the head injury. A parent will also be provided with an accident report about the child’s incident. Whenever an injury is serious enough to need a medical provider’s attention, a parent will be contacted immediately to pick up the child. If a parent/guardian cannot be reached, an individual listed on the Child Information Record will be contacted. In the event of a life-threatening emergency, EMS will be contacted first.

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

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Children who are:

- taking antibiotics for a contagious disease
- have a fever
- is vomiting
- has diarrhea
- displaying symptoms of COVID-19

should be 24 hours symptom free without medication before returning to school.

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. 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 expenses incurred. If your child has any of the above conditions, and any communicable disease diagnosed by a medical physician please notify the Community Education Office to allow notification of parents of children enrolled in the class.

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

(989) 373-7247

Centers for Disease Control

www.cdc.gov

Michigan Childhood Immunization Registry

www.MICR.ORG

(888) 243-6652

Teacher’s Resources

www.pbs.org/teachersource/prek2.htm

School Health

www.Schoolhealth.org



5440 - 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.



Pierce Lake Early Childhood Center follows the guidelines of the DHS Bureau of Children and Adult licensing. The meals will be in accordance with the meal requirements for the Child and Adult Care Food Program. We encourage foods to reflect home and community cultures and are high in nutrients and low in fat, sugar and salt. The center offers each child food at least every two-three hours. All snacks will be peanut and tree nut free.

Snack: a morning and afternoon snack will be served and payment for these is included in regular tuition. The center will provide morning and afternoon snacks for preschool and an afternoon snack for school age children. An afternoon snack for school age children is provided at the center by Chelsea School District food and nutrition department.

Lunch: **Preschool Lunch:** Lunch will be provided by the Chelsea School District food and nutrition department. A menu will be provided to families.

School Age Non School Days: Children enrolled in care on non school days (half and full day) will need to bring a peanut and tree nut free lunch from home. The lunch needs to be labeled with your child's name and packed ready to eat. All food **MUST BE** peanut and tree nut free. The center does not provide microwaves, or refrigeration. Please utilize thermoses, hot packs, or cold packs. The center will provide snacks on non school care days.

Special Dietary Needs: If a child has a specific dietary need the family will need to inform the Center before enrollment. Your child's health and safety is our priority. The center and family together will work to create a plan to provide snacks and lunch for your child to meet your child's specific health needs. **Allergy Aware:** We are an allergy aware program. We make every effort to provide a safe, healthy environment for all children. Parents of children with diagnosed food allergies need to meet with the center director and teacher to communicate their child's specific needs and establish an action plan based on recommendations from their child's physician.

Families may not bring food from home to share with other children. Unless asked to provide for special classroom curriculum activity.

Information the program needs in order to support your child's dietary needs:
Discuss with the Director and your child's teacher first so we can support your child's needs.

*Forms available from the office:

- Parent Will Provide Food Form

- MDE Special Dietary Needs Form.

The child's special needs.

Dietary restrictions based on dietary needs.

Foods to be omitted from the diet and foods to be substituted.

Pertinent special needs information

Emergency Action Plan

Medication Administration Permission Form

Parents that bring food for their child because of allergies, dietary restrictions and considerations, or religious preference must provide the center with a written statement to that effect, and discuss with the child's teacher and director. In these cases, parents are encouraged to provide a small stock of appropriate foods to be stored in the classroom. All food brought from home must be peanut and tree nut free and clearly marked with the child's name, and ready to serve. The center does not provide microwaves, or refrigeration. Please utilize thermoses, hot packs, or cold packs.

Allergy Awareness and Management Policy

The health and safety of all children and staff is a top priority at our school. We recognize that food and environmental allergies can be serious and potentially life-threatening. Our school is committed to maintaining a safe environment for children with known allergies and to responding promptly and appropriately in the event of an allergic reaction.

Allergy Documentation and Communication

- Families are required to inform the school of any known allergies at the time of enrollment and to update the school promptly if an allergy develops or changes.
- A completed allergy action plan from the child's healthcare provider must be on file for all children with diagnosed allergies.
- Required medications (such as epinephrine auto-injectors or antihistamines) must be provided by the family and kept on site according to the child's action plan.
- Allergy information is shared with classroom staff, substitutes, and food service staff as appropriate to ensure consistent care and awareness.

Prevention and Daily Practices

- Staff follow established food and safety policies to reduce the risk of allergen exposure.
- Children are closely supervised during meals, snacks, and classroom activities.
- Handwashing and surface cleaning routines are followed to reduce cross-contamination.
- Families are expected to follow all food and allergy-related policies outlined in the handbook.

Response to Allergic Reactions

If a child is exposed to a known allergen or shows signs of an allergic reaction, staff will take the following steps immediately:

1. Assess the child and follow the child's individual allergy action plan.
2. Administer medication (such as an epinephrine auto-injector) if prescribed and indicated.
3. Call 911 immediately if symptoms are severe, worsening, or if epinephrine is administered.
4. Notify school administration as soon as possible.
5. Contact the child's parent/guardian promptly.
6. Remain with the child and monitor their condition until emergency responders or the parent/guardian arrives.
7. Document the incident according to school procedures.

Field Trips and Off-Site Activities

- All allergy-related items, including medications and allergy action plans, will accompany the child on all field trips, including bus trips and walking trips.
- Staff trained in allergy response will be present on all trips.
- Emergency procedures will be followed off-site in the same manner as they are on campus.

Partnership with Families

Keeping children safe requires collaboration between families and staff. We appreciate families' cooperation in providing accurate information, necessary documentation, and required medications, and in following school policies designed to protect children with allergies.

If you have questions or concerns about allergy policies or procedures, please contact the school office.



Birthday Celebrations

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Birthdays and Celebrations in Preschool

Birthdays: We ask that parents not bring food or individual child gifts to the center to celebrate their child's birthday.

Each classroom has its own birthday traditions to mark children's birthdays, and recognize them in the classroom with their tradition generally on the closest weekday to their birthday.

These may include a special activity, songs, or projects.

Parents are encouraged to participate by visiting the center for an activity. Please speak to your child's teacher to determine the best way for you to join in the celebration. Families could bring in an item for the classrooms as a whole to enjoy. This could include donating a book, board games or a puzzle, stickers for the art area, a box of crayons, markers to the classroom for the classroom community to enjoy and celebrate together. This helps us celebrate your child's birthday, but also allows the other students to feel included in celebrating and help build our classroom community. Birthday Party Invitations should be mailed home rather than handed out at the center, so that children who are not invited do not feel left out, and invitations are not lost.

Celebrations

We look to the children and their interests to help us plan for most of our special celebrations. For that reason, we typically don't plan parties around specific holidays, as would be seen or remembered from elementary school days. We take cues from children and provide materials to support their intentions. For example, around Valentine's Day, we will stock the writing and art center with extra materials for making fancy cards, such as lace, ribbon, and shiny paper. Holidays aren't "banned" from our program, but we follow the traditions and ideas brought from the children and their families.

We plan family gatherings throughout the year.

Parents are encouraged to visit the classroom any time to share traditions that are important to their family.

Outdoor Play

Outdoor exploration and physical activity are an important part of a child's development and growth. We will provide the students with outdoor play twice a day unless we are having severe weather conditions, or temperatures reach a wind-chill or temperature is below 0F degrees or heat index is at or above 100F.



Should the school district cancel school for any reason, Pierce Lake Early Childhood Center will be closed for care.

When the district cancels school, GSRP will be closed and we will not be running programming for children. The school closing information may be found on the district website: www.chelseaschools.org as well as social media, WJR 760 AM, WPXA 105 AM, WAAM 1600 AM, WHMI 93 FM, W4 Country 102.9 FM, WUOM 91.7 FM and most greater Detroit/Lansing television stations.

Security of Building

For the security of our students, the building will remain locked during the day. When arriving for drop off and pick up you will contact the office upon arrival and a staff member will greet you and your child.

Smoking/Vaping/Drug/Alcohol Policy

Smoking tobacco, vaping, consuming alcohol, and/or using/possessing illegal drugs are prohibited in and outside of the preschool and on any school property at all times.

No pet policy

Please be aware that board policy does not allow pets on the premises without prior approval.

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 Lead by the teacher

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 WSEC Senior Center.

Non-discrimination Policy

Chelsea School District 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 individual 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@chelsaschools.org

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Program Discrimination Complaint Form, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
2. Fax: (833) 256-1665 or (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

USDA Civil Rights Complaint Link:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20PComplaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>

School Board Policy Excerpts from Chelsea School District Student Handbooks

The Early Learning Center is part of the Chelsea School District, ultimately responsible to the Board of Education and the Superintendent. Students enrolled in the Early Learning Center are also enrolled within the Chelsea School District Elementary Schools. Students will be expected to follow the same Codes and Policies.

DRESS CODE

To establish the best possible climate for learning in the classroom, all clothing should be neat, so as to present the best possible appearance.

- Suggestive clothing or any item with vulgar or profane imprinting or imprinting that supports alcohol, tobacco or other drug usage will not be permitted.
- A two-inch wide shoulder strap minimum is required on all garment tops.

Clothing should not call attention to the wearer because of design or cut and must provide appropriate coverage. Clothing that reveals undergarments of any kind will not be permitted.

DISCIPLINE CODE

Discipline for violations shall be administered as determined by the staff of North Creek and South Meadows.

As part of our disciplinary process, restorative conferences may be utilized as a way of addressing student conflict and misconduct. Restorative Justice (RJ) is an approach to addressing conflict and misconduct that focuses on healing rather than punishment. RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they have harmed and with their community.

When necessary, disciplinary actions will be based upon the seriousness of the behavior, the previous disciplinary record of the student, the student's individual needs, and the circumstances of each case. A progressive cumulative approach to discipline will be used at North Creek and South Meadows Schools.

Disciplinary actions include but are not limited to:

- Student/Parent/Staff conference
- Respect Plan
- Restitution
- Community service
- Parent contact by telephone
- Administrator/parent/student conference • Counseling/School Social Worker /School Intervention
- Detention
- Loss of privileges
- Bus suspension
- In or Out of school suspension
- Police notification
- Recommendation to Board of Education for expulsion



The parent or guardian will be notified of any serious problem or a problem which requires removing the student from the regular school program or a school sponsored event. Cooperation between the parent or guardian and the school will be essential to help the student learn self-control and responsibility for his/her behavior. Violations include but are not limited to:

- Fighting
- Inappropriate display of affection
- Profanity and vulgar language
- Insubordination
 - Possession/use of drugs, alcohol, and tobacco products
- Student bullying/hazing
 - Defacing School Property or Property Belonging to Another
- Truancy
- Abuse of hall pass privileges
- Theft
- Forgery
- Vandalism
- Causing False Fire Alarm
- Arson
- Weapons and explosives.
- Striking or Threatening School Personnel • Bomb Threats.

SEXUAL HARASSMENT POLICY #5517

Harassment is unlawful both under Michigan and Federal law and is contrary to the commitment of this District to provide an effective learning environment. The District policy prohibits harassment of students, employees, Board members, volunteers, contractors, or applicants for employment by students, employees, Board members, volunteers, or contractors. The District will not tolerate harassing behavior as defined by law and/or by District policy, false reports of harassment, or retaliation against persons reporting allegations of harassment or cooperating in the investigation of such complaints.

All administrative and supervisory personnel are responsible for eliminating any and all forms of

harassment and intimidation of which they are, or reasonably should be, aware. This includes, but is not limited to, legally protected characteristics.

Any student who believes s/he has been or is the victim of harassment should immediately report the situation to his/her immediate principal or counselor. If the complaint relates to either of these individuals, the complaint may be filed with either the Superintendent or Board President. They may be reached at 734-433-2208. If the complaint relates to the Superintendent, it should be filed directly with the Board President. All complaints will be investigated.

Discipline may include suspension or expulsion per Board policy.

The Board believes that bullying and hazing activities of any type are inconsistent with educational purposes of the District and prohibits all such activities at any time.

Bullying: is a form of harassment. For the purposes of this policy, “bullying” is defined as: “The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse, or through attacks on the property of another. It may include, but not limited to, actions such as verbal taunts, name calling, and put-downs, including ethnically-based or gender-based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school.” Such conduct is disruptive of the education process and, therefore, bullying is not acceptable behavior in this District, and is prohibited. Students may be disciplined as per Board policy. Hazing shall be defined, for the purposes of this policy, as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy. (Students who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties as per Board policy).

DANGEROUS WEAPONS, ARSON, VIOLENT THREATS, AND RAPE IN THE SCHOOL

The possession or use of any dangerous weapon, the act of arson, and the act of rape are prohibited on District property or at District-sponsored activities. Michigan law requires the Board of Education to expel a student for possession of a dangerous weapon on school property, or in a school vehicle. Michigan law defines a dangerous weapon as a: Firearm, Dagger, Dirk, Stiletto, Knife with a blade over three inches in length, Knife opened by a mechanical device (regardless of blade length), Iron bar, Brass knuckles

As a matter of District policy, the Board of Education may also exercise its discretion to expel a student for possession of an object on school property or in a school vehicle that may be used to cause or threaten harm to others. Examples of such objects include,

but are not limited to the following: BB gun, pellet gun, look-alike gun, knife with a blade three inches or less in length, razor blade, box cutter, chains, nunchucks, mace, pepper spray or laser pointers.

School officials are authorized to confiscate such weapons from students or other persons. The parents and guardians of students in violation of this policy shall be notified. Students violating this policy shall be expelled from school permanently, subject to possible reinstatement, unless the student established a clear and convincing manner at least one of the following:

The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.

The student did not knowingly possess the weapon. The student did not know, or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon. The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities. Disciplinary measures may be taken when a verbal threat has been made up to and including expulsion. A copy of the complete policy is available in the principal’s office.

Search and Seizure

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property. This individual right however, is balanced by the school's responsibility to protect the health, safety and welfare of all its students. Although school authorities will respect the rights of the students in their lockers and property, it should be made clear to all that lockers are the property of the school, and a student's locker may be searched in the event "reasonable suspicion" dictates the administration take such action. Canine searches may also be conducted. Drug testing may be required of a student if school authorities have reasonable, individualized suspicion to believe that a student is under the influence of drugs (see Board Policy 5771, Search and Seizure of Students and Their Property).

Location

Pierce Lake Early Learning Center
275 N. Freer Rd Chelsea, MI 48118



Attendance Communication

Contact communityed@chelseaschools.org

if your child will be absent on a day they are scheduled.

Updated: July 2026