



Marysville Public Schools Family Handbook



Rev: July 2025

Marysville Public Schools Great Start
920 Lynwood Marysville, MI
<http://www.marysville.k12.mi.us/schools/great-start-readiness-program/>

Marysville Public Schools District

2025-26 GSRP Calendar - Morton Elementary (364-2990)

DRAFT

August 2025						
Su	Tu	W	Th	F	Sa	
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

GSRP KEY:

Yellow -Regular Day -- students attend 8:30 a.m.- 3:25 p.m.

Professional Development - No students

No Students

Blue - Break - No School

Pink- Modified Half Day-- Students attend 830-11:35

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September

2nd-5th Home Visits

4th Open House

8th Monday Student's First Day

GSRP - 14 Regular Days, 0 Revised Half Day

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October

GSRP - 18 Regular Days, 0 Revised half day

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November

20th-25th Conferences, no students

26th-30th No students or staff, Thanksgiving break

GSRP - 12 Regular days, 0 Revised half day

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December

22nd-31st Winter Break

GSRP - 12 Regular days, 0 Revised Half Day

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January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January	
1st-4th	Winter Break
5th	Welcome Back Students!
19th	Martin Luther King Day, no students

GSRP - 15 Regular days, 0 Revised Half Day

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February	
13th-16th	Mid Winter Break
17th	Classes Resume

GSRP - 15 Regular days, 0 Revised Half Day

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March	
24th-27th	Conferences, no students

GSRP- 13 Regular days, 0 Revised Half Days

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April	
1st-6th	Spring Break/Good Friday & Easter Break
7th	Welcome Back!

GSRP - 15 Regular Days, 0 Revised Half Days

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May	
23rd	Half Day for Teachers
26th	Memorial Day, No students or teachers
27th	Classes Resume

GSRP - 15 Regular Days, 0 Revised Half Days

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June	
4th	Last Day of School -1/2 day for students Graduation
5th-12th	Home Visits
GSRP - 3 Regular Days, 1 Revised Half Days	

July	

Regular Days: 132	Revised Half Days: 1	GSRP Total Instructional Days: 132.5
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Welcome Statement

Welcome to Marysville Public Schools' Pre-K for All - Great Start Readiness Program (GSRP)! We are excited to partner with you in your child's early learning journey. This handbook has been created to provide families with important information about our program, including policies and procedures that will help ensure a positive and successful preschool experience. We encourage you to keep this handbook handy, as it will be a helpful resource throughout the school year. If you have any questions or concerns, please don't hesitate to reach out to your child's teacher — we're here to support you.

Philosophy

At Marysville Public Schools, the Great Start Readiness Preschool Program is built on the belief that every child is a unique individual with their own patterns of growth and development. We provide a safe, nurturing, and developmentally appropriate learning environment that supports each child's physical, social-emotional, cognitive, mathematical, literacy, and language development.

Recognizing that children learn in different ways and at different paces, we offer a variety of hands-on, engaging activities that encourage exploration, problem-solving, and meaningful learning.

We also believe that strong partnerships between families, schools, and the community play a vital role in supporting young children's growth and well-being. These relationships are essential to the success of our early childhood program.

Because the early years lay the foundation for lifelong learning, we are committed to helping every child experience success and develop a love for learning that lasts well beyond preschool. We are proud to offer a high-quality early childhood program for the children and families in our community.

Criteria for Admission

Admission starts by contacting the Marysville Public Schools Great Start Readiness Preschool to see if your family qualifies for admission to the program under the guidelines set by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP). There is no cost to apply. If more families apply than there is space available, children with the greatest need (per the MiLEAP at-risk guidelines) will be admitted first. Children must live in St. Clair County.

- Children in the 4 years old program must be at least four years of age, and less than five years of age, by September 1, of the year they wish to enroll. Proof of age, provided through a birth certificate, birth record, baptismal record or MCIR is required for enrolled children as evidence.
- All families complete and provide the following documents: documentation of birth, immunization records, current health appraisal, and proof of income. Documentation of birth and income must be provided prior to acceptance, as they are qualifying factors. Immunization and Health Appraisals are to be completed prior to the start of the program, though circumstances (such as late enrollment) may allow for a thirty-day extension **with program approval**. Children who do not have immunization records or health appraisal information on file, may not be able to continue in the program after the first 30-days of school until such time they are able to provide the required documentation.
- Proof of Immunizations are required as follows:
4 DPT, 2 MMR, 4 Polio (or 3 if the 3rd dose is after age 4), 3 Hepatitis B, HIB series, PCV series, and 2 Varicella (chicken pox) unless parent provides a waiver from the Health Department. A copy of your child's immunization records and Health Appraisal from his/her 4-year old well-child check-up must be kept on file at the preschool. If your child has not yet received all of his/her age required vaccinations, a catch-up schedule must be submitted along with the child's current MCIR report. Failure to comply may result in the child's removal from the program.

- Additional items may be requested as evidence of the Michigan Department of Lifelong Education, Advancement, and Potential at-risk factors (i.e., proof of income, doctor's notes for health risks or mental illnesses, IEP's, etc...). If additional documentation is requested by the program, it will need to be provided prior to your child attendance in the GSRP program.
- All necessary enrollment and registration forms must be completed prior to your child beginning school. This includes but is not limited to the Emergency Contact and Consent Card (Child Information Record), enrollment packet documents, free and reduced lunch application and health appraisal.

Fee Policy

No fees are charged for services provided by the Marysville Public Schools Great Start Readiness Preschool for *eligible* and qualified 4 years old children. The program is a Great Start Readiness Program funded by the State of Michigan through the Michigan Department of Lifelong Education, Advancement and Potential.

Nondiscrimination Policy

Applicants for admission and employment, students, parents, employees, sources of referral of applicant for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements are notified that Marysville Public Schools does not discriminate on the basis of race, color, national origin, sex, age, religion or disability in its admission or access to, or treatment or employment in its programs, activities, or policies.

Confidentiality Policy

Information presented to the Marysville Public Schools Great Start Readiness Preschool Program will remain confidential and not be disclosed to parties other than the staff members associated with the program and the Michigan Department of Lifelong Education, Advancement and Potential without written consent of parent(s) or guardian(s). **Parents will be asked to sign a release of information so that your child's academic records can be shared with his or her kindergarten teacher and enrollment staff for the upcoming year.** This will include the transition team members for the purpose of Kindergarten placement. We ask our parents to adhere to confidential courtesies as they participate in classroom activities with other GSRP families.

Curriculum Policy

- This Great Start Readiness Preschool Program follows Creative Curriculum, which our teaching staff will implement with fidelity. They will also work with our families to assure our parents, have an understanding, of the curriculum and developmentally appropriate practices routinely so that they may reflect this during home and center contacts.
- Children learn by actively exploring their environments and making choices. The classrooms belong to the children. Trained staff to support children's learning but do not dominate their play.
- Staff perceives all situations; positive and negative, as an opportunity to learn. A child's self-esteem is never compromised.
- Staff combines a balance of education and children's interests to provide the best possible environment for children to learn.
- The Creative Curriculum supports planning classroom materials, activities, and celebrations around the interests of the children and reflects the cultural backgrounds of the families.
- The GREAT START READINESS PROGRAM maintains State and Federal literacy guidelines through the Creative Curriculum. Classroom literacy activities consist of, but are not limited to, reading, finger plays, poems, word games, songs, labeling and environmental print, and phonics instruction.
- Initial screenings are performed and on-going assessments are completed throughout the year for all children enrolled in the program.

Screening and Assessment

Child assessment is a necessary component of high-quality preschool programs. The purpose of the assessment is to support learning and development of the individual child in the classroom, as well as all other children in the classroom. Assessments identify children who may need additional services and support and

allows our staff to be able to communicate progress with the individual student's family. There are various assessment tools used in our programs.

Once per year, GREAT START READINESS PROGRAM Staff will assess your child using the age appropriate Ages and Stages Questionnaire (ASQ). This assessment will take place no later than three weeks after a child enters the program. The ASQ Assessment provides a snapshot of your child's development in the areas of communication, physical ability, social skills, problem solving abilities, and social emotional skills. The GREAT START READINESS PROGRAM Teachers will share results with the family within the first month of the child attending the program in a confidential manner.

Another primary assessment tool used in the GREAT START READINESS PROGRAM is Teaching Strategies (TS) Gold. TS Gold is a research-based system proven to be valid and reliable for assessing children in this age group. The assessment helps identify the developmental growth of your child. Daily observations will be made and recorded throughout the school year.

These observation notes and assessment outcomes will be used to identify individual strengths and weaknesses and lesson plans will be made based on the needs of individuals. They will be entered into the Creative Curriculum Gold Assessment. The completed assessments will be placed in the child's file and shared with parents at home and center visits.

For more information about these assessments, please contact the lead teacher.

Program Days and Times, and Attendance Policy

The preschool program is a great opportunity to develop good attendance habits that will stick with your child throughout their school years. This is only possible through regular school attendance. Research shows that regular attendance has positive effects on learning and self-confidence.

- Children in the Marysville Public Schools Great Start Readiness students will attend 4 school day sessions per week, Monday-Thursday from 8:30-3:25 PM.

- Children are expected to attend school on a regular basis. Excessive absences, or periods of absence greater than thirty (30) days, may result in termination from the program to make space available for children on the waiting list.
- Please ensure your child arrives to school on time. Routine at this precious age is very important to your child's learning. Please help them by making a great start to each day!
- If a child must miss school, please notify the teacher and contact the school's attendance line at 810-364-2990 with a reason for the absence. Contact is to be made before the start of the school day in which the child will miss, whenever possible. If you are unable to call, please send a note to your child's teacher as soon as possible. A school representative may reach to you about your child's absence if we do not receive notification.
- 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 another individual on the Child Information card will be called. **Please make sure your Child's information card stays current with contact information throughout the school year.**
- Should your child become injured while in attendance, parents will be contacted if the staff feels medical attention is necessary. An Accident Report Form will be completed by the Center Staff and will be kept on file by the Program Director. In case of serious injury, we will make an immediate attempt to contact the parent or designated person. If necessary, we will also call an ambulance. You will be responsible for any incurred expenses. **Please keep your emergency contact numbers up to date.**
- If your child needs support re-entering the classroom from an absence or extended leave, please do not hesitate to contact your child's teacher to assist in these efforts.

Transportation Policy/Pick up and Drop off Requirements

Transportation to and from school is the responsibility of the family.

Parents/guardians must sign their children in and out of the school each day.

- To ensure each child's safety, it is important that the program has a record of the names, addresses and phone numbers of those persons to whom your child may be released during the school day. This information is provided on an emergency card that is filled out during the enrollment process
- When a parent is unable to pick up a child, an alternate person may do so if the teacher has been notified by the parent. This notification must be submitted in writing. When your child needs to be released from school during the day, it will only be to the person whose name appears on the emergency card. **It is very important to update the emergency card information as it changes during the year.**
- For the safety and positive well-being of the children, identification of the alternate person will be required.

Schedule of Operation

- Hours of Operation of the Staff: 8:15 - 3:45
- Hours of Operation for the Students: 8:30 - 3:25
- Beginning and end of program:
 - September 8, 2025 - Students' First Day of School
 - June 5, 2025 (tentative) - Students' Last Day of School

School/Snow Day Cancellations: Please check local news and radios stations for weather related school closings. If Morton Elementary is closed or delayed, so are we.

Holidays and breaks: We follow the District Calendar for holidays and breaks. This information is listed on the GSRP calendar at the beginning of this handbook, or on the District Website @ <http://www.marysville.k12.mi.us/> on the GSRP page.

Withdrawal Policy

Parent initiated withdrawal

If you wish to withdraw your child from the preschool, please provide prior notice, in writing. We would like the opportunity to recognize your child's involvement in our program, as well as allow classmates time to say their goodbyes.

Center initiated withdrawal

A child may no longer be included in the program if

- They have excessive absences
- They do not meet the health/licensing requirements by the required deadlines
- There is failure to follow program policies.
- A more appropriate setting, based on the child's needs, is determined.

Daily Activities

8:30-8:45 Arrival/Outside time- Children are signed in at the small playground in the back of the school. Children set their backpacks in designated area and may enjoy outdoor time.

8:45-9:15 Morning Routine/Breakfast- Children hang up their backpacks, practice emergent writing skills by writing their names on a sign-in sheet, wash their hands, then sit at the table for breakfast. Family style meals support children doing things for themselves (e.g. serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own space including disposal of leftovers, wiping of tables, and pushing in their own chairs

9:15-9:30 Large Group Time- All adults and children participate in the morning message highlighting the day's activities and changes to our daily routine. Choosing classroom jobs and music/movement activities planned around children's interests will also be incorporated in this large group.

9:30-9:40 Planning Time- Through small group experiences, children indicate their plans to adults in a place where intimate conversations can occur and where

people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, song).

9:40-10:40 Center Time- Children make many choices about where and how to use materials. During Center Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

10:40-10:50 Cleanup Time- Children and adults clean up together. Children make many choices during clean up time. Adults accept children's level of involvement and skill while supporting their learning. (All toys used will be put in the "to wash" container).

10:50-11:00 Recall Time- Gathered in small group settings, children choose Center Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage children to share (e.g. individual props such as puppets, telephones, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting, etc.).

11:00-11:15 Small Group- An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

11:15-12:00 Hands washed/Lunch- Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs

12:00-12:30 Outside Time- Children have many choices about how they play in the outdoor learning environment much as they do during Center Time indoors. Adults supervise children for safety and also join in their outdoor play, supporting

children's initiatives and problem solving. The multi-purpose room is used as a backup only when the weather doesn't allow for outside play.

12:30-12:45 Bathrooms/transition to Read Aloud

12:45-1:00 Large Group Time- This large group will focus on literacy and language skills through the sharing and interaction of stories, finger plays and songs.

1:00-2:00 Rest Time- Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or manipulatives.

2:00-2:45 Snack/limited choice/recall/cleanup- (refer to AM descriptions)

2:45-3:00 Large Group/Daily Wrap UP – All adults and children will participate in music and movement activities that support the creative arts. We will also enhance language and recall skills by reviewing key events from the day.

3:00-3:15 Transition to Home (Pack up, put lanyards on hook, rest time)

3:15-3:25 Outside Choice- (refer to AM descriptions)

3:25 Dismissal- Children are dismissed from the doors in the back of the building by the small playground.

*Parent and Caregivers, please wait outside the back doors by the small playground until we dismiss your child. Children must be signed out.

Rest Time

According to the MiLEAP, full day GREAT START READINESS PRESCHOOL Programs are required to provide one hour of rest/quiet time. 'Resting Time' is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest time plans are individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or manipulative. Children will help to prepare their cots as part of the transition in and out of sleep/quiet time. Sleep time will last no more than a period of one hour.

Physical Activity

GREAT START READINESS PROGRAM guidelines require children to be engaged in a minimum of thirty minutes of outdoor play where they can be active and physical. This includes but is not limited to running, jumping, climbing, etc. The outdoor environment is an extension of the classroom and provides students with many opportunities to explore and continue to build social skills. Research states, "Good physical health and wellbeing, and a safe environment contribute to improved learning. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth." [Michigan Department of Lifelong Education, Advancement]

Outdoor Exposure/Weather

The preschool students often go outside twice a day for 30 minutes. This will occur on a daily basis unless there is inclement weather (temperatures dipping below 10 degrees including wind chill or a wind advisory) or special circumstances. Children need to have the necessary clothing for participation in outdoor activities.

As recess is part of our school day, all visitors must report to the office as they would to visit in the classroom, and should not be on the playground without authorization.

In the event inclement weather causes a cancellation of school, families will be notified through school messenger. Local radio, Channel 4 and Channel 7 are also notified of closures. If your child's school (Morton Elementary) is listed in the closure, GSRP classes will also be cancelled.

Notes/Messages

If you need to contact us during the school day, please call Morton Elementary at 364-2990.

Parent Involvement

While Marysville GREAT START READINESS PROGRAM may be your child's first experience in a school setting, we recognize that parents are their child's first teacher. Because parent engagement is crucial to positive child outcomes, the GREAT START READINESS PROGRAM provides a variety of opportunities for parents to become involved in the program and regularly seeks input from parents.

Opportunities to volunteer may include:

- Classroom time
- Field trips
- Special Occasions
- Great Start Collaborative*
- Marysville Great Start Readiness Parent Advisory Committee*
- Data Analysis Team

All parents are encouraged to attend committee meetings; membership is free. Child care, snack and a small activity are planned for each meeting. Meeting minutes are available upon request.

*Additional information will be provided upon request.

GREAT START READINESS PROGRAM invites family members to share in their child's preschool experience by:

Attending parent activities through the Great Start Parent Coalition

- Volunteering in the classroom
- Participating in center parent meetings and learning opportunities throughout the year
- Planning classroom activities
- Driving your child to school and school related activities
- Encouraging learning and exploring at home.
- Participating on the GREAT START READINESS PROGRAM Parent Advisory Committee (held twice per year) to gather information and offer input.

Discipline/Conflict Resolution Guidance Policy

The Great Start Readiness Preschool believes discipline can be a learning opportunity and that a positive self-image is the best foundation for a happy and successful future. As a result, we implement guidance that is caring, but firm. Consequences are short, consistent, immediate and logical. Emphasis is placed on providing affection, order, security, and unconditional positive regard for every child. Because a positive self-image is our main concern, any form of negative procedures or consequences such as shaming, threatening, depriving or corporal punishment will not be used.

Enrollment will not be denied and children will not be excluded based on challenging behavior, any disability, the need to access additional resources to serve a specific child, or the need for individualized planning and intentional teaching.

The adults in the GREAT START READINESS PROGRAM classroom will assume the following roles:

- Encourage children to do things for themselves
- Treat conflict situations with children matter-of-factly
- Approach children calmly and stop any hurtful actions
- Acknowledge children's feelings
- Teach conflict resolution strategies
- Ask children for solutions and encourage them to choose one together; and...
- Provide follow-up support when children act on their decisions.

Home/Center Visit

Parents play an integral role in their child's development. A strong partnership between the staff and families is crucial to a child success. Families in the GREAT START READINESS PROGRAM will be participating in two home visits and two center visits during the program year. Home visits are planned for a minimum of one hour each visit, and conferences are planned for a minimum of 45 minutes each. These visits help maintain an open communication between the staff and families and serve as an excellent time to go over your child's development and growth. We

encourage parents to be open and to take this opportunity to address any developmental concerns they may have for their child.

The initial home visit serves as an orientation opportunity for the child and parents and helps us get to know each other. Center visits are held a minimum of two times throughout the program year to discuss overall development, child strengths, areas of concern, and results of assessments. Parents will be provided with activities to help foster kindergarten readiness. A final home visit at the end of the year will summarize the child's development and transition your child to kindergarten.

Staff/Volunteers

The GREAT START READINESS PROGRAM lead teacher and the associate teacher are employed by St. Clair County RESA Board of Education. The lead teacher is highly qualified as outlined by the Great Start Readiness grant. Additionally, the Michigan Department of Human Services will screen the teacher for academic credentials and any possible criminal or substantiated child abuse history. GREAT START READINESS PROGRAM Staff are fingerprinted to ensure that they have no criminal history.

- Associate teachers and substitutes are screened and interviewed. Criminal background history checks are completed. The MiLEAP certification for teaching assistants is followed.
- A staff member will not be employed if he or she has been convicted of child abuse/neglect or a felony involving harm or threatened harm to an individual within 10 years immediately preceding the date of hire.
- A staff member shall provide the child care center with the documentation from the Department of Human Services that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect.
- Parents and Volunteers shall not have unsupervised contact with children within the Marysville Public Schools Great Start Readiness Preschool. Volunteers will be monitored by employed staff at all times.
- Parents and volunteers who assist with the program more than four hours per week on a recurrent basis, must provide the classroom teacher with documentation of a negative TB test (from within the last year).

- Parents and volunteers will be asked to complete a volunteer form, abuse and neglect form and a self-certifying statement, indicating that they have no history of child abuse or neglect, no felony convictions involving harm or threatened harm in the past 10 years, or any other 'listed' offense as defined in 1994 PA 295, MCL 28.722. All volunteers will also have a PSOR search conducted in accordance with Licensing Regulations.
- Staff and volunteers shall act in a manner that is conducive to the welfare of the children at all time by complying with the Rules and Regulations provided by the licensing entity; and by displaying disposition, temperament, condition that promotes the health and safety of the children.

Staff Training

At least one caregiver within the Marysville Public Schools Great Start Readiness Program will have current certification in infant, child, and adult CPR and First Aid. All current staff complete training on blood-borne pathogens. In addition to CPR, first aid, and bloodborne pathogen training all staff complete 16 hours of additional training each year. Training topics include child development, curriculum, child discipline, health /safety, nutrition, working with parents, and licensing rules.

Abuse/Neglect

The staff at Marysville Public Schools Great Start Readiness Preschool is aware that abuse and neglect of children is against the law. Under Michigan Law, as teachers/child advocates we are required by Child Protection Law to immediately report suspected abuse and neglect of students to Children's Protective Services by phone or otherwise. A written report, DHS3200, will occur in follow up within 72 hours. The local CPS number is 810-966-9911 or call 855-444-3911 (24 hours).

Child Custody Policy

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 Preschool 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.

In the absence of a court order on file with the Great Start Readiness Preschool Program, both parents shall be afforded equal access to their child as stipulated by law. The Great Start Readiness Preschool Program cannot, without a court order, limit the access of one parent by request of the other parent, regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, the Great Start Readiness Preschool Program suggests that the parent keep the child with them until a court order is issued, since our rights to retain your child are secondary to the other parent's right to immediate access.

Child Readiness and Development

Taking steps to enroll your child in GREAT START READINESS PROGRAM is one of the many ways you show you care about child's development and school readiness. According to research, the most accurate predictor of a student's achievement in school is the extent to which that student's family is able to create a home environment that: encourages learning; can communicate high, yet reasonable expectations for their children's achievement and future careers; and where parent stay involved in their child's education at school and in the community. Below are some additional resources that may offer helpful information. If you have any questions or concerns about your child's development, please do not hesitate to speak with your child's teacher.

Social- Emotional Health and School Readiness

<https://www.ecic4kids.org/wp-content/uploads/2019/03/Social-Emotional-Health-School-Readiness-Guide.pdf>

MiLEAP Transition to Kindergarten - Parent Guides

<https://www.michigan.gov/mileap/early-childhood-education/early-learners-and-care/gsrp>

These materials were developed under a Grant awarded by the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP)

Concerns about Child Development

If a parent has concerns about their child's development, they should share those concerns with the lead teacher. Together, parents and teachers can address those concerns. At times, a specialized team may be asked to assist in this process. The team may include: the building principal, a SCCRESA Early Childhood Specialist, or other special education staff. If a child is already receiving services for a disability, the GREAT START READINESS PROGRAM staff will join the IEP team and continue services. For more information about child development log onto:

www.ProjectFindMichigan.org or https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM1/ChildFind_FactSheet.pdf

Grievance Policy

If a parent has a concern about their child, the classroom, or the program, the concern should be discussed with the teaching team. If a solution is not agreed upon, the parents should contact the building principal or agency. An Early Childhood Specialist may become involved, if necessary.

Multi-culture and Diversity in the Learning Environment

Materials in the classroom are developmentally appropriate, clean, safe, foster learning, and are to reflect the home and community cultures and special needs of the children in the program. Materials depict a wide range of non-stereotyped role models and cultures.

The home and community cultures of each class are used to choose materials to be included in the classroom. Materials that reflect children's interests, parental hobbies and employment and area traditions are integrated into all areas of the classroom as well as in projects and lessons presented on a daily basis.

Program Evaluation

The Marysville GREAT START READINESS PROGRAM is supported throughout the year by an Early Childhood Specialist. Staff is observed and 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 St. Clair County RESA.

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

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

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

If you have questions, contact the Michigan Department of Lifelong Education, Advancement and Potential at: MiLeap-gsrp@michigan.gov or 517-241-7004 or the MiLEAP GSRP Office, 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909

Data Analysis Team

The Data Analysis Team is made up of an Early Childhood Specialist (ECS) from SCC RESA, the lead and associate teachers, the program supervisor, parents, and other relevant personnel such as specialists and stakeholders. A systematic approach brings the team together three times each program year. The team analyzes program data including Online PQA reports and ongoing child assessment results and sets and monitors goals for the continuous quality improvement of the program. Data is aggregated and data sets are prepared without identifying features such as child names as necessary.

During the end-of-year meeting, the team identifies the current level of performance across relevant indicators and uses this data to establish professional

development priorities. The team also sets measurable goals and objectives to address classroom quality, agency quality, and child outcomes. The data analysis team reports program results to the GREAT START READINESS PROGRAM Advisory Committee, parents, staff and administration.

Health Care Plan

Marysville Great Start Readiness program will follow District, local, state, and federal mandates and guidelines, as well as licensing regulations and guidelines to protect the health and safety of your child.

Children and Staff Hand Washing

- Hand-washing has long been established as one of the most important things we can do to prevent the spread of illness.
- *In our preschool, hand washing recommendations for workers are as follows:*
- Before and after setting up snacks/food for student consumption.
- Before and after helping student use the bathroom.
- After handling items soiled with body fluids such as blood, drool, urine, stool, or discharge from nose or eyes
- After handling an ill child.
- After using the bathroom or taking care of other personal needs (i.e., nose wiping), and eating.
- *In our preschool, hand-washing recommendations for students and staff are as follows:*
- Upon arrival in the morning.
- After using the bathroom.

- Before and after eating food.
- After they have touched a child who may be sick or who has handled soiled items.
- After Handling animals.

Recommendation method for hand-washing is as follows:

- Rub hands vigorously for at least 20 seconds using warm water and soap.
- Wash between fingers and back of hands and wrists.
- Rinse hands well under running water and dry thoroughly with a clean paper towel.
- Turn off water using a paper towel instead of bare hands. This helps prevent acquiring new germs on already clean hands.

Handling Children's Bodily Fluids

- In our preschool, universal precautions shall be observed in order to prevent contact with blood or other potentially infectious materials (OPIM). This will be accomplished by wearing gloves for all tasks that may cause exposure to blood or OPIM shall be considered infectious regardless of the perceived status of the source individual.
- After removing gloves, preschool workers will wash their hands as recommended in our hand-washing policy

Cleaning and Sanitizing of all Equipment, Toys, and Surfaces

- Desktops will be washed before and after food is served and as they become soiled.
- Toys will be washed when it is noticed that they have come in contact

with a child's mouth or saliva.

- Equipment will be washed weekly or as needed when it comes in contact with saliva. Process for sanitation:
- There shall be a 3 Step Process for Sanitation
- Clean with soap and water
- Rinse thoroughly
- Spray with a Quat Solution (quaternary ammonia compound; 1tsp per 1 gallon of water for a 50-ppm solution.)

Process for sanitation while on field trips:

Bleach wipes will be used while on field trips and out of the proximity of running water.

Process for sanitation of kitchen items used for snacks and meals:

All kitchen items, such as bowls, plates and utensils will be sent to food service for proper sanitation.

Controlling Infection, Including Universal Precautions

In order to prevent the transmission of HIV (Aids), Hepatitis B and other blood borne pathogens, the school will use universal precautions. Universal precautions are defined as: Guidelines designed to protect workers with occupational exposure to blood borne pathogens. Medical examination does not always identify all person infected with HIV or Hepatitis B, or other blood borne pathogens, therefore, the school will consider all blood and body fluids infectious and will follow the following universal precautions as pertaining to school environments when coming into contact with blood or bodily fluids:

1. Gloves should be worn for contact with blood, body fluids, mucous membranes, open wounds and for handling items or surfaces

soiled with blood or body fluids.

2. Hands and other skin areas must be washed thoroughly if contact with blood or body fluids. Hands should be washed immediately after gloves are removed.
 3. At this time saliva is not considered by the Center for Disease Control to transmit HIV but it is a body fluid and mouth-to-mask ventilation devices should be kept available for resuscitation.
 4. Designated First Aid caregivers shall be required to attend or review video material on the following yearly:
 - a) Universal precautions
 - b) HIV/HBV infections/transmissions
 - c) Handling of infectious waste
- Protective Wear*

1. Hand washing is the first aspect in preventing spread of HIV, HBV, or any other infection.
2. Gloves should be worn when there is any chance of contact with blood or body fluids. Approved latex or vinyl gloves should be worn. Gloves are never to be washed and reused. Latex or vinyl gloves are acceptable.
3. Resuscitators, mouth to mask resuscitators shall be available and shall be used by trained personnel.

Exclusion Policy

Children will be excluded from the program if there are short term injuries or contagious illnesses that endanger the health and/or safety of children or others. Children will not be excluded because of the need for additional support, assistance with toileting, or disabilities.

Staff and Volunteers will also be excluded from the program in the event of a contagious illnesses that endangers the health/and or safety of children or others.

Health Related 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

Illness/Injury/Accident Protocol

Our goal is that every child will be as safe as possible while in our care.

Illness Care Plan

When a child shows signs of illness such as cough, nausea, or lethargy:

- Students with fever above 100 degrees, severe headache, vomiting, diarrhea or constant cough will be sent home.
- A call will be made to the parent for transportation home. If unable to reach parent, the next person on the emergency card will be notified. **Please ensure that the contact information for those individuals listed on your emergency card is updated throughout the year as changes occur. You can do this by speaking with your child's teacher.**

Illness/Accident Care Plan

For minor injuries such as small cuts, bruises or abrasions:

- Student will be given immediate first aid care by the preschool staff in accordance with their first aid training). Parents will be notified in writing or by phone.
- For more serious injuries such as open skin wounds, bloody noses or bumps to the head:
- Student will be transported to the school office for medical care. The parent will be notified by note or phone call.
- For major emergencies such as seizure or unconsciousness:
- 911 will be called from the nearest phone. The parent will be notified immediately. Program Serious Accident/Illness Emergency Plan will be followed. A copy of this can be obtained from the Great Start Readiness staff.

- If your child experiences an injury at school in which immediate medical care was not required, but for which you seek medical treatment for your child within the hours/days following the event, please be sure to notify your child's teacher.

Administration of Medication to Students

The administration of medication by school personnel shall be authorized and performed in exceptional circumstances, which render the administration of the medication by the parent at home impossible or extremely difficult. Medication will be administered only by such school personnel as are specifically authorized by the building principle or his/her designated representative. This authorization to administer medication shall be issued only in compliance with the following conditions:

A. The Request of Administration of Medication form or the Medication Permission and Instructions form (BCAL-1243) must be filled out completely, including a signature by the student's parent/guardian and filed with the building principal for EACH MEDICATION. Any changes to a medication, will require that a new form is completed.

B. Written instructions signed by the parent/guardian and the student's physician must be furnished and shall include:

1. student's name, address, telephone number;
2. physician's name, address, telephone number;
3. pharmacy name, address, telephone number;
4. name of medication, beginning date of administration;
5. prescribed dosage, frequency and duration;

- Topical, non prescription medication require annual written parental permission.

6. parents shall be responsible for informing the district if the child has experienced side effects from the medication the child is to receive;
 7. A start and termination date for administering the medication;
 8. special handling and storage instructions.
- C. Medication for students in preschool must be brought to school by an adult and in a container appropriately labeled by the pharmacy. Refill of the medication is the sole responsibility of the student's parent/guardian. No medications can be shared amongst siblings.
- D. The school nurse or other designated preschool personnel will:
1. Inform appropriate school personnel of the medication.
 2. Keep medications in a locked cabinet.
 3. Keep a record of the administration of the medication which will include: date, time, dosage and person administering the medication along with the initials of an adult witness (this witness can be any school employee/or adult).
 4. Return the unused medication only to the student's parent/guardian (a student may return his/her inhaler).
5. Any medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.
- E. The student's parent/guardian assumes responsibility to immediately inform the building administrator or his/her designated representative of any change in the child's health or change in the medication, including the discontinuation or modification of the medication.

- F. The student's parent/guardian has sole responsibility to instruct their child to take the medication at the scheduled time, and the student has the responsibility for both presenting himself/herself on time for taking the prescribed medication.
- G. In no instance are District personnel to administer an initial dose of new medication to any student.
- H. Forgotten doses of home medication will not be made up at school.
- I. Self-possession and/or self-administration of medication for preschool students is prohibited, unless the student's health is endangered by this prohibition.
- J. No staff member will be permitted to dispense non-prescribed medication (PTC) to any student without a doctor's order.

Nutrition Policy

- The Great Start Readiness Preschool Program follows the guidelines of the DHS Bureau of Children and Adult Licensing. Lunch and snack will be provided by the school. The foods served reflect the home and community cultures and are high in nutrients and low in fat, sugar, and salt.
- Parents are asked to refrain from sending in a special food or snack without consulting the classroom teacher. If after speaking with the teacher, we ask that a parent chooses to send in a special occasion food, it is asked that consideration be given to special needs, diets and allergies.
- If your child has food allergies or the need for a special diet, please provide the staff with a written plan from your child's doctor.
- Parents will be asked, prior to the start of the program, to read and complete a free and reduced lunch application that will accompany your enrollment packet. Applications can also be completed online through our

meal magic portal at <https://marysville.familyportal.cloud/>.

Smoking/Drug/Alcohol Policy

Smoking tobacco or marijuana, vaping, consuming alcohol, and/or using/possessing illegal drugs are prohibited in and outside of the preschool at all times, including field trips.

Fire/Tornado/Lock-down Drill (and/or other natural or manmade disasters)

Our GREAT START READINESS PRESCHOOL Programs have written procedures for the care of children for emergencies such as fire, tornado, serious accidents, illnesses, or injuries, and crisis management, including, but not limited to intruders and bomb threats. Emergency procedures and evacuation plans are posted in classrooms visible to staff and families. Below is an outline of some of those procedures, please see the parent board for a detailed procedural plan.

Fire and Tornado drills are a necessary precaution for your safety. Drills are practiced with caution and seriousness. A designated staff member will be assigned to assist children who need accommodations throughout the drills or events.

1. There will be no warning signal. As soon 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 drills will be conducted at least two times per school year. Students are to follow classroom instructions and remain silent while the drill is taking place.

Fire drills will be conducted at a minimum on a quarterly basis throughout the school year. Students are to follow classroom instructions and remain silent while the drill is taking place.

Lock-down drills will be conducted at least three times per school year. When in "lock-down" only law enforcement and emergency personnel will be permitted to enter or exit the building. There are three types of Lock Down drills/events:

External Threat - A danger exists outside of the building -

1. An announcement advising a lock down (drill or real) will be made.
2. If students are outside they will be immediately returned to their classroom. Staff will assist children who need accommodations.
3. Classroom doors will be locked.
4. Student will not be released until the threat is clear.

Internal Threat- A danger exists inside of the building.

5. An announcement advising an 'internal' lock down drill or real will be made.
6. Students will be directed to a safe location, with assistance to those who need accommodations.
7. Children will move quickly and quietly.
8. Students and staff will remain in their lock down location until law enforcement has authorized the building is safe to exit.

Shelter in Place (internal or external threat)- This type of threat is related to chemical spills, etc. Students will remain in their classrooms, windows and vents will be covered. If the event is inside the building, students, with the assistance of staff, will be moved to a designated building safety location off campus.

In the event the threat/lockdown is real and is not a drill; parents will be updated through a variety of mediums, such as: School Messenger, local radio, tv and website. Outreach by phone will be conducted as soon as possible. If children are relocated; that location may not be immediately revealed for the safety of the children. Once the threat has passed and we have been advised by law enforcement that it is safe to do so, updates will be provided. Your safety is our concern too. **Please wait until advised to come to the school or relocation area to pick up your child.**

Program Measurement

Marysville Great Start Program is required to work with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) to measure the effect of the state-wide Great Start Readiness Program (GREAT START READINESS PROGRAM). Information is sometimes collected about GREAT START READINESS PROGRAM staff, enrolled children, and their families. Program staff or a representative from MiLEAP 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.

For questions, please contact your child's GREAT START READINESS PROGRAM Teacher or the Michigan Department of Lifelong Education, Advancement, and Potential Office of Great Start, Early Childhood Education and Family Services, at MiLEAP-GSRP@Michigan.gov or by calling: 517-241-7004.

Recruitment and Referrals

Throughout the Spring and Summer, the School District uses several methods to inform parents about the Great Start Readiness Program. These include social media, advertising, school events, mailings, as well as joint efforts with ST Clair County RESA and the community events they sponsor. We encourage our GREAT START READINESS PROGRAM Parents to share their experiences with other families about the Great Start Program at Marysville Public Schools. For more information about the program anyone can contact our District Office at 810-455-6007 or visit our website at Marysville.k12.mi.us.

Release of Information

As per the Great Start Readiness- Pre K for all Confidentiality Policy, parent/guardians are asked to sign a release of records for information to be shared outside of the GSRP staff and the MiLEAP.

Each spring, your child's teacher will meet with members of the Kindergarten Transition team to prepare for your child's entry into Kindergarten. By signing below, you are allowing for the release of your child's achievement and academic records to the members of the Kindergarten transition team.

I _____ understand that by signing below, I am allowing for the release of my child's achievement and academic records to members of the Kindergarten Transition Team for placement consideration at the end of the Great Start Readiness Program.

Parent Signature

Relation to Child

Date

Child's Name

PARENT COPY

Parent Acknowledgement Form

By signing below, I acknowledge that I have received a copy of the Great Start Readiness – Pre K for All Handbook and will review the enclosed policies. These policies include: admission & withdrawal, daily activities, fee schedule, discipline, food services, program philosophy, accident reporting, medication administration policy and exclusions.

By signing below, I further understand that Licensing information, as provided through the State of Michigan, is available for my review in the Great Start Readiness Classroom during business hours. This information includes Licensing Rules and Regulations, as well as information about the programs' adherence to those standards, such as licensing inspections, special investigations and correction actions plan(s). This information is also available in the Child Care Licensing website at www.Michigan.gov/MiChildcare. Additional class information will be located on the parent board, also located in the classroom.

Parent Name

Signature

Date

Childs Name: _____

Pesticide Prior Notification

Please initial all that apply

_____ I have received a pesticide prior notification request form and understand that if I wish to received notification prior to a pesticide application, I must complete the form and return it to my child's school.

PARENT COPY

These materials were developed under a Grant awarded by the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP)