



East Shore Leadership Academy Charter School
Family Handbook 2025-26



East Shore Leadership Academy GSRP Calendar

2025-2026

First Semester

December 8	First Day of GSRP
December 22 – Jan 2	Winter Break
January 5	School Resumes
January 19	Professional Development – No Students
January 20	Math Night 4-5 p.m. in the gym

Second Semester

Feb 13 & 16	Mid-Winter Break
February 17	School Resumes
March 11, 12, 13	Parent Teacher Conferences – No Students
March 30- April 3	Spring Break
April 6	Professional Development – No Students
April 7	School Resumes
May 22 & 25	Memorial Day Break
May 26	School Resumes
June 10	Last Day for Students
June 11 & 12	Home Visits

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Great Start Readiness Program (GSRP) Handbook ESLA

Welcome to the Great Start Readiness Program (GSRP)

We are thrilled to welcome you to the GSRP at East Shore Leadership Academy. Our program is dedicated to fostering the growth, development, and education of our youngest learners. This handbook serves as a guide to help you understand the program's policies, expectations, and resources. Please take the time to read through it carefully, and feel free to reach out with any questions.

Mission

East Shore Leadership Academy Charter Schools Great Start Readiness Preschool Program, in pursuit of excellence, will develop future leaders through a strong academic foundation and development of high moral character.

About GSRP

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool program for four-year-old children. GSRP is a state funded program paid. Our mission is to provide high-quality early childhood education to prepare children for success in kindergarten and beyond.

Program Goals:

- Foster academic, social, and emotional growth.
- Provide a safe and nurturing environment.
- Engage families as partners in their child's learning.

Enrollment and Eligibility

Admission starts by contacting the East Shore Leadership Academy's Great Start Readiness Program. There is no cost to apply. If more families apply than space available, children with the lowest income will be admitted first. Children must live in St. Clair County.

Eligibility Criteria:

- Children must be 4 years old and less than 5 years old on or before December 1st of the current year. Proof of age provided through a birth certificate, birth record, baptismal or MCIR is required for enrolled children.
- Families must live in the State of Michigan.

Enrollment Process:

- Complete the online application form.
- 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. 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 immunization is required as follows: 4 DPT, 2 MMR, 4 Polio (or 3 if the 3rd dose is after 4), 3 Hepatitis B, HIB Series, PCV series, and 2 Varicella (chicken pox) unless the 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 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.
- 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.

(All confidentiality is maintained by GSRP and East Shore Leadership Academy)

Fee Policy

No fees are charged for services provided by East Shore Leadership Academy Great Start Readiness Preschool. The program is a Great Start Readiness Program Funded by the State of Michigan through the MiLeap, Michigan Department of Lifelong Education, Advancement, and Potential.

Disclaimer

- For programs with only state funding: *These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.*
- For programs with braided or blended federal and state funding, such as the GSRP/Head Start Blend: *These materials were funded in whole or in part under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP).*

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 East Shore Leadership Academy Charter School 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.

Parent Notice of Program Measurement

In addition to the MiLEAP reporting requirements such as reporting into the Michigan Student Data System (MSDS), programs may be selected to participate in national, regional, and/or statewide GSRP data collection efforts. If selected, programs must cooperate with MiLEAP, its designated evaluation contractor(s), and any of MiLEAP's other research partners. Cooperation includes, but is not limited to:

- Making classrooms available for observation;
- Providing non-classroom space on site for child assessment;

- Allowing administrators and staff to take time to complete surveys and questionnaires (via telephone, internet, paper, and/or in person as necessary);
- Returning completed surveys and questionnaires promptly and regularly;
- Providing program information to the contractor, including children's unique identification numbers, as recorded in the MSDS;
- Participating in project informational webinars, conference calls, and in-person meetings; and
- Distributing family information letters.

Family Participation

Active and continuous family engagement in the educational experiences of their children is crucial to facilitating the best possible child outcomes. Achieving such engagement with families often begins with opportunities for families to participate in ways that build connections between the school and home. Stronger, more frequent connections strengthen relationships, create partnerships, and lead to increased participation and ultimately active engagement. GSRP requires opportunities be provided for families to participate and engage with the programs serving their children in multiple ways. As not all families have the same readiness for engaging with their child's school, the ECC will champion families as active decision makers in GSRP.

Confidentiality Policy

Information presented to the East Shore Leadership Academy 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 Education 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 ensure parents understand the curriculum and developmentally appropriate practices routinely so that they may reflect this when they are 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 perceive 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 Programs 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.

Program Days and Times, and Attendance Policy

This preschool program at East Shore Leadership Academy is a great opportunity to create and develop good attendance habits. These habits will stick with your child throughout their school years. This can only be made possible through regular school attendance. Research shows that regular attendance has positive effects on learning and self-confidence.

- Children in the East Shore Leadership Academy's Great Start Readiness Program will attend school 4 days a week, Monday – Thursday 8:00-3:30pm.
- Children are expected to attend school on a regular basis. Excessive absences, or periods of absence greater than 30 days, may result in termination from the program to make space available for children on the waiting list.

- Please ensure your child arrives at 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 810-294-8040 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 out to you about your child's absence if we do not receive a notification.
- If your child is sick, it is appropriate that they do not come to school.
- When to keep your child home:
 - Fever of 100.2 degrees or higher
 - Vomiting or diarrhea (2 or more loose stools in 24 hours)
 - Persistent or severe cough
 - Thick green or yellow nasal discharge (not related to allergies)
 - Unidentified or spreading rash
 - Conjunctivitis (Pink Eye) -red, itchy, or draining eyes
 - COVID-19
 - Impetigo (Contagious Bacterial Skin Infection)
 - Ringworm
 - Scabies
 - Lice (live lice or active nits)
 - Pinworm
 - Strep throat
 - Chicken pox
 - Measles
 - Mumps
 - Infectious Mononucleosis (Mono)
 - Other suspected contagious diseases
- If your child becomes ill during the school day, you will be called to pick them up. If you cannot be reached another contact on the child's emergency card will be contacted. **Please make sure your child's information card stays updated with contact information if any changes occur.**
 - Staff will isolate the child from the group in a supervised, comfortable space
 - Notify the parent/guardian immediately
 - Request prompt pick-up (within 1 hour, when possible)
- Examples of symptoms requiring early dismissal include:
 - Temperature of 100.2 or higher

- Vomiting or 2 or more episodes of diarrhea
- Uncontrollable coughing or wheezing
- Rash of unknown origin
- Lethargy or inability to participate in routine activities
- Exposure Policy: If a child is exposed to a reportable communicable disease (e.g., chickenpox, COVID-19, head lice), parents will receive written or verbal notifications including:
 - The name of the illness
 - Date of exposure
 - Symptoms to watch for
 - Return-to-care requirements (if applicable)
- Family Responsibilities:
 - Notify the school immediately after your child is diagnosed with a communicable illness or is experiencing symptoms
 - Keep emergency contact information up to date
 - Respond promptly to illness-related calls from the school
 - Follow all return-to-care policies to prevent further spread
- If your child becomes injured at school, parents will be contacted if the staff feels medical attention is necessary. An accident report form will be completed by the 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 guardian. If necessary, we will also call an ambulance. **Please keep your emergency contact numbers up to date.**

Return to Care Guidelines

Children may return to the program when the following conditions are met:

- Fever: Child is fever-free for at least 24 hours without the use of fever-reducing medication.
- Vomiting/diarrhea: at least 24 hours since the last episode, with normal eating and drinking.
- Bacterial infections (e.g., strep throat, impetigo, pink eye): Child must have completed 24 hours of prescribed antibiotics and show signs of improvement.
- Rashes: Must be diagnosed by a healthcare provider and cleared to return.
- Lice/Scabies/Pinworm/Ringworm: Must have received treatment and be free of live lice or contagious stage of illness.
- COVID-19: Follow CDC and local health department guidelines for isolation and return.

- In all cases, the child must be well enough to participate fully in daily activities, including outdoor play.

Illness Prevention Practices

We take the following proactive steps to reduce the spread of illness in our classrooms:

- Teaching children to properly wash their hands:
 - Before eating
 - After using the restroom
 - After wiping or blowing their nose
 - When their hands are visibly dirty
- Cleaning and disinfecting toys, materials, and frequently touched surfaces daily
- Encouraging respiratory hygiene (covering coughs/sneezes)

These hygiene routines apply to all children, staff, volunteers, and visitors in the program.

Medication

The administration of medication by school personnel must 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 GSRP teacher, GSRP teacher assistant or Deanna Hall. This authorization to administer medication must be issued only in compliance with the following conditions.

A. The request for the Administration of Medication form must be signed by the student's parent/guardian and filed with the GSRP teacher.

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

- Student's name, address, telephone number
- Physician's name, address, telephone number
- Pharmacy name, address, and telephone number
- Name of medication, beginning date of administration
- Prescribed dosage, frequency and duration

- Parents must be responsible for informing East Shore Leadership Academy if the child has experienced side effects from the medication the child is to receive
- Termination date for administering medication
- 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. Refilling the medication is the sole responsibility of the student's parent/guardian.

D. GSRP teacher, GSRP teacher assistant or Deanna Hall or other designated preschool personnel will:

- Inform appropriate school personnel of the medication
- Keep medications in a locked cabinet
- 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)
- Return the unused medication only to the student's parent/guardian (a student may return their inhaler)

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.

Schedule of Operation

- Hours of operation of the staff: 7:30-3:45
- Hours of operation for the students 8:00-3:30
- Beginning and end of program:
 - December 8, 2025 – Student's first day of school
 - June 10, 2026 – Student's last day of school
- School/snow day cancellations: Please check local news and radio stations for weather related school closings.
- We follow East Shore Leadership Academy's calendar for school breaks.

Withdrawal Policy

- Parents initiated withdrawal: If you wish to withdraw your child from 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 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

Daily Activities (Sample):

8:00-8:15 Arrival – Children are dropped off at the main entrance at the front of the school. All drops off will be brought into these doors as well. Please be advised that buses will drop students off at the same time.

8:15-8:30 – Yoga Greeting

8:30-8:40- Handwashing/Restroom Break

8:40-9:15 – Morning Routine/Breakfast – Children will put their backpacks and outdoor attire in their lockers, 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, 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.

9:30-9:45 – Small Group - 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.).

9:45-9:55 – 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)

9:55-10:55- Work Time - An adult-initiated learning experience based on children's interests and development where children explore play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

10:55-11:05- 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.

11:05-12:15- Gross Motor Prep/Activity/Transition- Children have many choices about how they play in the outdoor learning environment much as they during the center time indoors. Adults supervise children for safety and join in their outdoor play, supporting children's initiatives and problem-solving. The children will play in the classroom on days inclement weather doesn't allow for outdoor play.

12:15-12:30 – Story Time- This large group will focus on literacy and language skills through the sharing and interaction of stories, finger plays, and songs

12:30-1:00 – Hands washed/lunch – Family style meals support children doing things for themselves (e.g. serve, 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.

1:00-2:25 – 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.

2:25-2:45 – Snack Time

2:45-3:00 – Limited Choice - 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.

3:00-3:15- Literacy Prep- We will also enhance language and recall skills by reviewing key events from the day.

3:15-3:30 - Dismissal – All pickup students must be signed out by someone on their emergency card.

Rest Time

According to the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) full day Great Start Readiness Preschool Programs are required to provide 45 minutes 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 transition in and out of sleep/quiet time. Sleep time will last no more than a period of one hour.

Physical Activity

GSRP guidelines require children to be engaged in a minimum of 30 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 spatial relationships, and cognitive growth” Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP).

Outdoor Exposure/Weather

Preschool students often go outside twice a day for 30 minutes. This will occur daily 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.

In the event of inclement weather cancellation of school, families will be notified through school local radio, channels 4 and 7 are also notified of closures. If your child's school (East Shore Leadership Academy) 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 East Shore Leadership Academy at 810-294-8040.

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. The consequences are short, consistent, immediate and logical. Emphasis is placed on providing affection, order, security, and unconditional positive regard for every child. Being that a positive self-image is our main concern, any form of negative procedures or consequences may not be used. This includes shaming, threatening, depriving, or corporal punishment.

We welcome all children into our program. **Enrollment will not be denied**, nor will any child be excluded, based on:

- Challenging behavior
- Toileting needs
- Any disability or developmental delay
- The need for additional supports, services, or resources
- The need for individualized planning or intentional teaching strategies

Our program is committed to providing an inclusive environment where every child can learn, grow, and participate fully. We partner with families and professionals to ensure that each child receives the support they need to be successful.

The adults of GSRP 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.
- Provide follow-up support when children act on their own decisions

Home/School Visit

Parents play an integral role in their child's development. A strong partnership between the staff and families is crucial to a child's success. Families in the GSRP will be participating in 2 home visits and 2 school visits during the program year. Home visits are planned for a minimum of 45 minutes each visit, and conferences planned for a minimum of 30 minutes each. These visits help maintain 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 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. School visits are held a minimum of 2 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 they will summarize the child's development and transition your child to kindergarten.

Abuse/Neglect

The staff at East Shore Leadership Academy GSRP 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 810-966-991 or call 855-444-3911 (24 hours).

Parent Notification Plan: *In compliance with Child Care Licensing Rule R 400.8155(1)*

At East Shore Leadership Academy, the health, safety, and well-being of each child is top priority. In compliance with Michigan Child Care licensing regulations and Great Start Readiness Program (GSRP) requirements, we have established the following Parent Notification Plan to ensure families are informed promptly and appropriately regarding their child's care.

When Families Will Be Notified

Parents or guardians will be notified promptly when:

- There is a significant change in the child's health or behavior
- The child is involved in any accident, injury, or incident
- The child becomes too ill to remain in the group
- There is exposure to a communicable disease
- A safety-related event occurs involving their child or the group (e.g., evacuation, lockdown, lost child, or emergency)

Methods of Notification

Communication with families may occur through:

- Phone call (immediate contact for urgent matters)
- Email (if preferred by the family)
- Verbal communication at pick-up
- Written incident/injury reports provided at pick-up and placed in the child's file

Types of Incidents and Notifications Procedures

1.Minor Injuries or Incidents

Examples: scraped knee, bump on the arm, mild behavioral outburst

- First aid will be administered by trained staff
- An incident/injury report will be completed and signed by the staff and parents/guardians
- Parent/guardian will be notified verbally at pick-up time, or a phone call will be made home by staff if a student rides the bus and given a copy of the written report.

2.Serious Injuries or Medical Concerns

Examples: head injuries, large cuts, allergic reactions, breathing difficulties, severe rash, sprain/fracture

- Parent/guardian will be called immediately

- If the parent cannot be reached, the emergency contact listed in the child's file will be contacted
- Emergency services (911) will be called if need
- A detailed written injury/incident report will be provided and signed by staff and parent

3. Health-Related Issues

Examples: fever over 100.4 F, vomiting, diarrhea, signs of contagious illness

- Parent/guardian will be called immediately to pick up the child
- The child will be monitored in a safe, comfortable location away from the group until picked up
- Parents will receive a verbal update and may receive written documentation if appropriate

4. Serious Incidents or Licensing-Reportable Events

Examples:

- Lost or missing child
- Use of physical discipline or prohibited punishment
- Alleged or witnessed sexual contact or abuse
- Child exposed to hazardous material
- Evacuation due to fire, gas leak, or environmental hazard
- Parents/guardians will be notified immediately by phone
- Appropriate authorities (licensing, CPS, law enforcement) will also be contacted when required
- A written report of the incident will be provided to the family and filed as required

Documentation

All injuries, illnesses, or significant incidents will be documented using the center's Incident/Injury Report form, which will include:

- Date, Time, and description of event
- Action taken by staff
- Notification details (how and when the parent was contacted)
- Parent/guardian signature upon review

All reports will be maintained in the child's file and made available upon request or during licensing inspections.

Emergency Procedures Policy- *In compliance with Child Care Rule R 400.98161(1)(a-e)*

At East Shore Leadership Academy we are committed to maintaining a safe environment for all children, staff, and families. In accordance with Michigan Child Care Licensing Rules, we have developed comprehensive written emergency procedures to ensure effective and organized responses to a variety of emergency situation.

These procedures are posted visibly within the classroom and are reviewed and practiced regularly to ensure preparedness.

Emergency Situations Covered

Evacuation Plan

Fire:

1. Sound fire alarm.
2. Lead Teacher will line up children in a single line and do a head count of the children. Teacher will grab attendance and emergency cards and proceed with the children in a single line to the parking lot far end by the red dumpster. Once at the meeting place take roll to account for all children in attendance. Keep children calm and quiet.
3. The Program Director will contact the fire department. This person will do a quick check of lavatories, closets, under desks, behind curtains, etc. If children are found they will proceed with the child to the predetermined meeting place and reunite with the child's assigned teacher if possible.
4. The assistant will grab any medications, and do a quick check of room for children.
5. Children with special needs or acquiring special accommodations will be assisted by assistance teacher.

Tornado:

1. Sound Alarm
2. Lead Teacher will line up children and do a head count and proceed to hallway.

3. Children with special needs or acquiring special accommodations will be assisted by Assistant Teacher.
4. The assistant will grab any medications, and do a quick check of room for children
5. Once at predetermined tornado shelter do another head count
6. Keep children calm and wait for the all clear

Man-made Disaster:

1. In the event of a gas leak, power outage, or other man-made disaster staff will line up children, do head count and proceed to Port Huron Fire Department 1400 10th St, Port Huron, MI 48060.
2. The assistant will grab any medications, and do a quick check of room for children.
3. Children with special needs or acquiring special accommodations will be assisted by Assistant Teacher.
4. Once at predetermined meeting place do another head count
5. If unable to return inside building, parents will be contacted to pick up children and will be provided with information on the relocation site where children can be picked up.

Serious Accident/Injury

1. Assess child to determine extent of injury
2. Call 911 or administer First Aid as necessary
3. Contact Parent or emergency contact person. (Leaving a voice message does not constitute as notification. Continue calling all possible numbers until you speak with someone).
4. If the child requires medical treatment (ER, urgent care, or pediatrician visit) as a result of an injury received while in care you must contact your licensing consultant within 24 hours to verbally report the injury. Submit the written report BCAL 4605 to licensing consultant within 72 hours to report the injury.

Relocation Plan:

In the event that we are unable to return to the child care center, children will be relocated to the following location: Landmark Academy 4800 Lapeer Rd, Kimball, MI 48074.

Children will be relocated by the following methods:

- Transportation via school buses, Transportation by staff vehicles, walking to the relocation site (If walking to the relocation site then the route shall be safe and the relocation site shall be somewhere in close proximity). The following methods will be used to contact parents:
- Parents will be notified via mass email, or text message system, staff will also use the emergency child information cards to contact parents for immediate pick-up, the center will post a notice with the relocation site address in a conspicuous location at the center that can be seen from outside, the center will notify the local law enforcement agency so they can let parents know where their children have been taken if a parent contacts the police department.

Special Needs Evacuation: In the event that a child requires assistance during an evacuation the Assistant Teacher will be responsible to assist the child during the evacuation. The Teacher will grab the emergency kit containing child information cards, medication.

Examples of children whose needs may require special accommodations:

- Infants/toddlers who are unable to evacuate on their own
- Visually impaired or Hearing impaired
- Mentally, emotionally, or socially impaired
- Developmental impairments that may limit physical mobility
- Children with temporary impairments (broken legs-children who may require crutches, canes, wheel chairs, or other medical mobility devices....etc)

Plan for Evacuation of Children with Special Needs

- The center will identify students whose needs require assistance in the event of an evacuation.
- Children with mobility issues that require full or guided assistance will be assigned to specific caregiver (s) to evacuate the child. (List the names of the Evacuation caregivers)
- The assigned caregivers will assist the child (ren) in getting into equipment or guiding child by the arm to safely evacuate them from the building.
- The assigned caregiver will grab any medication, and the emergency card information for the child (This should be pre-assembled in a ready to go bag)
- A different evacuation route may need to be identified to accommodate, cribs, wheel-chairs or other mobility devices, and to prevent delays in the evacuation of other children.

- Evacuation caregivers will evacuate the building and take children to the following location:
Port Huron Fire Department 1400 10th St, Port Huron, MI 48060.
 - If staff and children with special needs are unable to evacuate the building, they are to proceed to the following area for rescue assistance: The Main Office.
- NOTE: It is recommended that the center identify as a last resort an area of rescue assistance. This area is for persons who need assistance but are not able to evacuate the building or are unable to get to an alternate safe location within the building. This area should be a safe and large area or enclosed stairwell in the event of (take cover). In the event of an evacuation the rescue area should be as close as possible to an exit, or in a place that can be viewed through a window so they can be seen by rescue personnel, or other staff who will aid in rescue efforts in getting special needs children/staff safely evacuated.

Training and Drills

- All staff are trained annually on the emergency procedures outlined in this policy.
- Emergency drill (fire, tornado, lockdown) are practiced on a regular, state-required schedule.
- Documentation of drills is maintained in compliance with licensing requirements.

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.

Fire and Tornado Drills are a necessary precaution for your safety. Drills are practiced with caution for those who need accommodation throughout the drills or events.

Tornado drills will be conducted at least 2 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 ‘lockdown’ only law enforcement and emergency personnel will be permitted to enter or exit the building. There are 3 types of lock down drill/events:

External Threat – A danger exists outside of the building

1. An announcement advising a lockdown (real or drill) will be made.
2. If students are outside, they will be immediately returned to their classroom. Staff will assist children who need accommodation.
3. Classroom doors will be locked.
4. Students 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 not be directed to a safe location, with assistance to those that need accommodation.
7. Children will move quickly and quietly.
8. Students and staff will remain in their lockdown 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: skylert, local radio, and tv. 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 you are advised to come to the school or relocation are to pick up your child.

Policy Review

This Emergency Procedures Policy is reviewed annually or after any emergency event, and updated as needed. Families will be informed of any significant updates, and a copy of the plan is available upon request.

MDHHS Licensing Notebook

All classrooms maintain a licensing notebook. Each class holds a notebook containing licensing inspection reports, special investigation reports and related corrective action plans.

- The notebook is available for review during regular business hours. An electronic licensing notebook is available online at www.Michigan.gov/lara/bureau-list/cclb.
- Licensing inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

Nutrition Policy

- The Great Start Readiness Program follows the Child Care Licensing. Breakfast, lunch and snacks are provided by the school. The foods served reflect the home and community and are high in nutrients and low in fat, sugar, and salt.
- Parents are asked to refrain from sending in special food or snacks without consulting the classroom teacher. If after speaking with the teacher, we ask that a parent chooses to send in a special occasion, it is asked that consideration be given to special needs, diets, and allergies.
- If your child has food allergies or needs 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.

Contact Information

East Shore Leadership Academy GSRP

Address: 1403 7th Street Port Huron, MI 48060

Phone: (810)294-8040

Email: dhall@eastshoreleaders.com

Website: www.eastshoreleaders.com

(Grievances can be made by contacting East Shore Leadership Academy or the GSRP organization)

Thank you for choosing the Great Start Readiness Program at East Shore Leadership Academy. We look forward to a wonderful year of learning and growth together!

Release of Information

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

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 Handbook and will review the enclosed policies. These policies include admission and withdrawal, daily activities, fee schedule, discipline, food services, accident reporting 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.

Parent Name	Signature	Date
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Child's 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 receive notification prior to a pesticide application, I must complete the form and return it to my child's school.

Parent Copy