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# *Great Start Readiness Program*

## PARENT HANDBOOK

rev. 3/2024



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## WHAT IS THE GREAT START READINESS PROGRAM?

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool program for four-year-old children with factors which may place them at risk of educational failure. The program is administered by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLeap). Funding is allocated to each intermediate school district to administer the program locally.

Children must be four years old\* on or before September 1 of the upcoming school year and meet eligibility factors identified by the Michigan Department of Education.

These eligibility factors include:

- Extremely low income (up to 300% Federal Poverty Level)
- Low income
- Diagnosed disability or identified developmental delay
- Severe or challenging behavior
- Primary home language other than English
- Parent/guardian with low educational attainment
- Abuse/neglect of child or parent
- Environmental risk such as: parental loss, sibling issues, teen parent, homeless or non-stable housing, high risk neighborhood or prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays.

\*State of Michigan Legislation for the Great Start Readiness Program (GSRP) states any child who qualifies for GSRP and turns 4 years old after September 1 but before December 1 WILL NOT be considered for enrollment until after September 1.

Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

To ensure high quality local programs, all GSRP locations are required to have:

- Implementation of comprehensive Early Childhood Standards of Quality for Prekindergarten adopted by the Michigan State Board of Education.
- Use of the CLASS program quality assessment along with a Child Assessment Tool.
- An Early Childhood Specialist position with a master's degree or higher to act as a mentor-coach for teaching teams.
- Teachers with bachelor's degrees in elementary education with an early childhood endorsement or child development.
- Associate Teachers with an associate's degree in early childhood/child development or Child Development Associate credential.
- Staff Continuing Education.
- Staff-child ratio of 1:8.
- Maximum class size of 18.
- Developmental screening and continuous progress assessment.



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## SELECTION, PLACEMENT, AND ENROLLMENT

Lenawee Great Start Readiness Program (GSRP) admits children without regard to race, color, nationality, or religious background. Age requirements and qualifying factors must be met to be eligible for admittance to the GSRP program. No fee is required to apply. Children will not be denied enrollment due to challenging behavior, developmental delays, or identified disabilities.

*Families interested in free preschool may complete a short interest form online at [www.lenaweefreepreschools.org](http://www.lenaweefreepreschools.org).*

The interest form provides us with a snapshot of the family and helps us determine which program the child could potentially qualify for. Based off of that information, families will either receive an application for the Great Start Readiness Program or a call from Head Start to begin their application process. In some cases, a waiver may be obtained allowing them to attend Lenawee County GSRP.

If the family receives an application for the Great Start Readiness Program, they will need to provide annual income (which includes a W-2 or tax return and proof of residency which would be a utility bill). All information submitted is confidential. Once the application is complete and has been returned to our office we will process the application and contact the family regarding the next steps.

If more families apply for GSRP than slots are awarded, those children with the greatest need based on family income and qualifying program eligibility factors will be admitted first.

Sites will notify the family regarding their placement. Other enrollment forms and document submissions will be required by each site before the child begins the program. Required documents will include: An updated physical, a copy of immunization records, and a copy of the child's birth certificate.



## LICENSING REGULATIONS

Lenawee Great Start Programs are licensed by the Michigan Child Care Licensing Bureau. Each facility is assigned a Licensing Consultant who ensures the centers follow the "Licensing Rules for Childcare Centers" set forth by the State of Michigan. A copy of these rules is available at each site, along with a licensing notebook where parents can review (during business hours) documentation of the renewal/interim inspection reports, as well as, any documentation on special investigations. Licensing inspection and special investigation reports from at least the past 2 years are available on the child care licensing website at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare). A license is granted for a two-year period and requires a full licensing inspection to renew. Every year the Licensing Consultant will also conduct an unannounced visit to further ensure all licensing rules are being followed by checking paperwork files and observing classrooms. In addition, the Licensing Consultant must approve any changes such as new classrooms or transportation and investigate any incidents reported by staff, parents, children or local authorities. Lenawee County GSRP classrooms are also inspected by and must meet regulations set in place by the Department of Environmental Health and Fire Safety.

## PARENT AND FAMILY ENGAGEMENT

Parent engagement is critical to positive school experiences and child outcomes. GSRP provides a variety of opportunities for families to become involved in the program and regularly seeks input from families. GSRP families are required to meet with teachers four times per year to discuss child progress and program development:

- Twice per year GSRP teachers conduct in-home visits to provide educational experiences for the children. These home visits take place when the child enters the program in the fall and again at the end of the school year. Visits are approximately 60 minutes long, and are required to take place in the home in which the child resides.
- Family conferences are also held twice per school year. The conferences are 45 minutes in length and that time is used to discuss child progress, teacher expectations, family needs, and kindergarten readiness.

GSRP may be the child's first experience in a school setting, but we recognize that parents are their child's first teacher. GSRP invites family members to share in their child's preschool experience by:

- Volunteering in the classroom
- Driving your child to school and school related activities
- Encouraging learning and exploring at home
- Completing the family activities provided by GSRP teachers, and taking part in Family Participation Groups
- Attending parent activities through the Great Start Parent Coalition
- Participating on the GSRP Parent Advisory Committee held twice per year to gather parental input to further the development of the program.

### GREAT START PARENT NETWORK

Lenawee Great Start would like to invite you to join us in making Lenawee a great place for kids! We welcome all parents and caregivers of children ages 0-12 to our Parent Network meetings. These parent meetings are an opportunity for you to connect with other parents, hear from local organizations and businesses, share your parenting experiences and learn how to make the most of your child's early years. Parents are an important part of the Great Start Collaborative, providing the Collaborative Board with input and feedback on the systems and services that support families and children in Lenawee County.

Visit [www.lenaweegreatstart.org](http://www.lenaweegreatstart.org) for more information.

### ADVISORY COMMITTEES

Parents will be invited to participate in the local advisory committee meetings. The meetings are held with GSRP teachers and administrative staff and are designed to get feedback from parents. Topics of discussion may include: Preschool curriculums, preschool program outcomes and goals, Kindergarten transitioning and preschool program evaluation. The Data Analysis Team will share results from program quality assessments and child outcome reports to this committee twice annually. The Advisory Committee understands that parents are a child's first and most important teachers and truly values the perspective that parents can provide.



## PROGRAM PHILOSOPHY

The goal of the GSRP program is to provide every preschooler with the best educational opportunities through child-centered, hands-on curriculum set in a rich learning environment which is created through our families, community and professional staff. We believe that young children learn to the best of their ability when given:

- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family - teacher relationships in which all are valued
- Many opportunities for play and learning through play experiences
- Families are involved and we work together to help your child
- The activities are geared toward your child's current skills and interests

Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality preschool, the curriculum, assessment information, feedback from parents, and the diverse social, economic, cultural and family needs that exist within the classroom.



## CURRICULUM

All classrooms within Lenawee GSRP use Creative Curriculum as the framework to plan learning experiences where children have opportunities to learn and practice new skills.

Creative Curriculum focuses on 11 interest areas in the learning environment: blocks, library, dramatic play, toys and games, art, sand and water, discovery, music and movement, cooking, technology, and the outdoor space. It provides guidance to teachers to understand how to work with children at different developmental levels to promote learning and guides them in adapting the environment to make it more challenging. The curriculum is aligned with MDE's Early Childhood Standards of Quality for Preschool, Key Elements of High Quality Early Childhood Learning Environments and vertically aligned with the Common Core Standards used in elementary through high school.

## HOLIDAY PHILOSOPHY

Families in our programs have many different religions, cultures and beliefs. We believe that holiday traditions are family events which are celebrated differently from home to home.

Lenawee GSRP believes the classroom should function as a calming counterpoint to the stress on children and families promoted through commercialization and media pressure to buy gifts, foods, and costumes during the holiday seasons. Therefore, our programs will not celebrate religious, cultural or commercial holidays. We will not design events or activities that exclude any child or family or discriminate against any family's beliefs, values, or customs. We encourage and support families in celebrating their own holiday and other traditions at home with their children.

## ONGOING ASSESSMENTS

In Lenawee County the GSRP classrooms implement *Teaching Strategies GOLD*. *TS GOLD* is a research-based system proven to be valid and reliable for assessing children birth through third grade. It shows the developmental progress over 38 objectives in the developmental domains of social emotional competence, physical, language, cognition, literacy, and mathematics and English language acquisition (when appropriate). GSRP teachers complete an assessment at least three times per school year and share progress with parents. This assessment provides information across all domains identified in the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK). Referral recommendations based on the child assessment requires parental permissions.

Assessments are designed to help teachers support learning and development for both individual children and classrooms of children. It helps to identify children who may need additional services and aids in effectively communicating progress or concerns with parents. Child outcome data is aggregated for each classroom and program-wide to assure continuous improvement of the program. It also informs goal setting, lesson planning, the ordering of program materials, and the planning of staff professional development. Child assessment data is collected daily across the preschool routine by teaching staff that are trained in the assessment tool itself. Informal observations are documented about what children are learning and doing and then recorded in the online assessment system.

## DEVELOPMENTAL SCREENING

Developmental screening is intended to identify the need for further assessment and used to verify delay in any developmental or health domain. Lenawee GSRP uses the *Brigance III Early Childhood Screen*, which is standardized, and surveys abilities in broad terms: large and small muscle coordination, perception, language, cognitive development, and emotional and behavioral concerns. It is comprehensive across developmental domains. Screening will take place with the expressed consent from the parent or legal guardian and will be implemented within 14 school days from the first day of the child's enrollment into GSRP. The questionnaires take approximately 25-30 minutes to complete. GSRP teachers will share results and any needed action steps with families in a confidential manner.



## DAILY SCHEDULE

GSRP classrooms meet for a minimum of 30 school weeks, Monday- Thursday. Individual program calendars are set by the local school districts, or private child care centers offering GSRP-funded slots. GSRP classrooms follow a consistent daily routine that includes well balanced time between child-initiated and teacher-directed parts of the day, outdoor experiences, and large and small group learning times.

Typical parts of the day include:

- A three-part sequence of planning, choice time, and recall.
  - In planning, children indicate their choice time plan to adults. They make decisions about what areas of the room and materials they will use during choice time. Children communicate their plan in a variety of ways that are consistent with their developmental level to an adult in the classroom.
  - During choice time, children are given uninterrupted time to carry out their plans either individually or with their peers. All interest areas are available during this time. Teachers support and extend child learning through individualized experiences and play.
  - During recall, children discuss their choice time activities with an adult or another child in the classroom.
- Small group activities focusing on academic skill building objectives.
- Large group activities focusing on music and movement, cooperative games, and events meaningful to children.
- Snack and/or meal times where staff and children eat together family style and share the same menu to the extent possible.
- Outside time where adults intentionally support and extend children's plans. Programs must provide equipment and materials for active play. Children are minimally provided 30 minutes of outdoor play daily, unless prevented by inclement weather conditions such as rain or wind-chill.
- Have an opportunity for quiet/nap time for up to 60 minutes in a full-day program.

***\*See classroom information boards for more specific daily routines. \****



## REST TIME

School-day programs must provide a daily rest time for no longer than 60 minutes of the daily schedule. Teachers can assist children in the transition to rest time by turning off the lights/closing window coverings, turning on quiet music, and providing soothing touch such as back rubs or gentle patting. Children will be given a choice of quiet activities to complete individually if the child no longer requires a nap or if they have not fallen asleep. In transitioning out of rest time, music may be played, window coverings opened and lights are turned on, and staff gently awaken children with touch and quiet conversation. Children can assist in this transition by putting away their rest time items. Please refer to your individual program's policy on bedding requirements.



## PHYSICAL ACTIVITY AND OUTDOOR PLAY

For every 3 hours of preschool programming, children are offered 30 minutes of outside/physical play time. Children should be dressed in washable and weather appropriate clothes each day. GSRP teachers take children outside daily to participate in outdoor play unless temperatures are extreme. Coats, mittens, hats, boots, and snow pants labeled with each child's name are needed each day of the winter season. If families need assistance in providing these items, please ask the GSRP teacher.

## MEALS AND SNACKS

GSRP locations must adhere to the Child and Adult Care Food Program (CACFP) nutritional guidelines. Food served should reflect the home and community cultures and be high in nutrients and low in fat, sugar, and salt. Children in school-day classrooms will receive breakfast, lunch, and snack. Children in part-day classrooms will receive a snack. Families will not incur any costs for meals or snacks served during the school day. GSRP meals are served family-style, supporting children in doing things independently and language development. Adults in the classroom sit at the table, eat the same foods children do, and participate in child-initiated conversation.

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## HAND WASHING PROCEDURES

In order to limit the number of illnesses that come into the classrooms, the following hand washing steps are used and posted at every sink (per licensing):

- Wet hands and apply a small amount of liquid soap.
- Rub hands together vigorously for at least 20 seconds.
- Get a paper towel and dry hands.
- Use the paper towel to turn off the water.
- Hand sanitizers are allowable only when there is not access to running water.

## EXCLUSION

Children **must not** be excluded or expelled because of their need for additional developmental, medical, behavioral support, *assistance with toileting*, or staff attitudes and/or apprehensions. GSRP staff will assist with any needs and will work with families to ensure proper supplies are available for the child's needs.

## ATTENDANCE POLICY

School is important no matter what age the student. Regular attendance at school, even in preschool, not only helps children grow and mature in all areas of development, but it also teaches them the value of education and the importance it has in their lives. If a child is going to be absent, staff should be contacted to report the reason and length of absence before the start of school. Excessive tardiness and/or absences will require a meeting with the parents and faculty. If attendance does not improve, and there is a wait list or eligible children, those children will be admitted to the program.

We are required to document absences in order to comply with regulations; so if we do not hear from you, you may receive a note or phone call asking about your child's absences. After 3 consecutive days of being absent, your teacher will call you regarding the attendance. After 5 consecutive days a certified letter will be sent home regarding attendance. Preschoolers who are absent from class for 10 consecutive school days will be dropped from the program to make space available for a child on the waiting list. It is important to communicate with the teachers regarding your child's attendance.

For many children, preschool is their first experience away from their parents. Some children may meet this challenge with a smile and enthusiasm; other children may experience a few adjustment difficulties. There are also other children who may experience tears, panic and genuine separation anxiety problems. Please feel free to contact GSRP teachers if you are worried about your child's well-being.

Here are some suggestions to help you nurture your child's separation anxiety:

- Before school, talk about what each of you will be doing that day.
- Always take time to say good-bye.
- Let your child see that you and the teacher are building a relationship (for example: talk to your child's teacher; call, attend meetings, volunteer).
- Volunteer in the classroom.
- When your child returns home, share your day and ask about his/hers. Be specific with your questions, for example..."Tell me one thing you played with today." "I wonder what you had for snack?" "Did \_\_\_\_ come to school today?" "Did you play outside?"
- Congratulate yourself for sending your child to preschool. He/she is increasing their self-confidence, making new friends and preparing for Kindergarten and long-term school success.



## CHILD ABUSE AND NEGLECT MANDATED REPORTING

The Lenawee Great Start Readiness Programs strongly believe that children should grow up in a community where adults care about them and keep them safe. Providing this safe community takes the determination and commitment on the part of everyone involved in your child's life. The Michigan Child Protection Law requires teachers and school employees to report their suspicions of child abuse or neglect to Children's Protective Services (CPS) at the Department of Human Services (DHHS). Therefore, all GSRP staff members are mandated reporters. Failure to report is a misdemeanor and punishable by law. If you suspect a child is being abused or neglected, please call Child Protective Services at 855-444-3911.

## **CHILD, TEACHER AND VOLUNTEER ILLNESS POLICIES**

If the GSRP classroom becomes aware that a child/teacher/volunteer in the program location has contracted a communicable disease, the teachers shall notify parents of the following:

- The name of the communicable disease, that their child may have been exposed, and the symptoms of the disease.

Upon arrival at the classroom, children will receive a simple health check by the teacher. This check will look for the common signs of illness that may prevent a child from feeling able to participate in the daily routine of activities. Teachers are not expected to care for sick children who are unable to participate fully with the other children in the classroom. Families may be notified at any time that children may not be able to attend on that day. Teachers will also contact family members when they notice any changes in a child's health and when a child is too ill to remain in a group-care setting. The teachers will call 911 in the event of a medical emergency immediately and notify parents and family members.

A child/teacher/volunteer with any of the following symptoms or signs of illness will immediately be isolated and discharged to their parent/guardian until they have been symptom free for 24 hours:

- Fever more than 101 degrees
- Sore throat or difficulty swallowing
- Diarrhea (more than two loose stools a day)
- Vomiting (more than one time)
- Redness, swelling, drainage of eye, matted eyelashes, burning, itching of eyes
- Unusual spots/rash
- Stiff neck and elevated temperature

The GSRP classroom will care for children who are experiencing minor illness symptoms, provided they are able to participate in all aspects of the daily routine. This includes outside physical activity. If children are not well enough to engage in outdoor play, parents will not be allowed to have their children attend that day.

**\*\*PLEASE SEE YOUR INDIVIDUAL PROGRAM FOR MORE INFORMATION REGARDING HEALTH ISSUES, MEDICATIONS, AND ILLNESS POLICIES. \*\***

## **ACCIDENT AND INJURY PROCEDURES**

Preschool children are busy by nature and sometimes accidents and injuries may occur in the classroom and playground when children are learning how to navigate their bodies in relation to others and how to take safe risks during play. Families will be notified in writing on the same day as the occurrence of a minor accident or injury (i.e. surface cuts, scrapes, bruising of skin, bloody noses). If the injury is of a more serious nature (i.e. significant blood loss, lacerations, head trauma), parents will be contacted immediately by phone and in some cases they will be requested to pick their child up from school. If necessary, teachers will call 911 in the event of an emergency and then contact parents. All staff is trained in CPR and First Aid and AED. Until the arrival of the parent, a physician, an ambulance or paramedics, the child's teacher or Site Director will make decisions regarding care of the child. Lenawee GSRP is not responsible for medical bills incurred because of accident or injury while a child is in attendance. All serious injuries requiring medical attention are required to be reported to the Office of Children and Adult Licensing. Please report any phone number changes on your Child Information Card so that you can be reached in an emergency.

## **CULTURAL COMPETENCY, DIVERSITY AND INCLUSION**

Lenawee County GSRP has culturally diverse classrooms. Cultural competency is a broad concept that impacts student self-worth and acceptance in the classroom environment. GSRP programs strive to provide culturally sensitive environments in which all families and children feel welcomed and accepted. GSRP, in accordance with the Michigan Department of Education Early Childhood Standards of Quality, will show respect for the cultural, home language, and family composition for all children.

Encompassed within the GSRP program and the CLASS quality assessment are specific measures to ensure cultural awareness within the GSRP classrooms. This includes but is not limited to: materials reflecting the cultures within the classroom and supporting children who speak multiple languages. Every measure will be made to understand and reflectively respond to families and children from all cultures.

GSRP programs within Lenawee County promote inclusion. GSRP strives to provide appropriate developmental learning opportunities for all children in accordance with the Michigan Department of Education Early Childhood Standards of Quality. Encompassed within the GSRP program are developmental assessments through Early Childhood Brigance, which is completed to ensure all children are achieving appropriate developmental milestones. However, if the child presents with a development delay, the staff will contact the local education agency (i.e. local school district) to initiate protocol for suspecting a developmental delay. All efforts will be made to continue the student in the least restrictive environment

## **CHALLENGING BEHAVIORS AND CONFLICT RESOLUTION PRACTICES**

GSRP providers must not deny enrollment or exclude a child based on challenging behaviors or any disability. High quality early childhood education minimizes challenging child behaviors when it focuses on child initiated learning activities and when teachers have developmentally appropriate expectations for children's individual learning abilities. However, when challenging behaviors do not allow for child learning in the classroom, teachers may request additional consultation by Early Childhood Specialists, School Psychologists, and/or Social Workers to help eliminate behaviors in the classroom. GSRP teachers provide a positive learning environment where children can learn self-control, self-respect, respect for others, self-regulation and how to appropriately express their feelings.

Teachers expect children to have occasional difficulties with self-control and with conflict resolution. Teachers view these times as opportunities for children to practice their developing social skills and language.

GSRP teachers will:

- Encourage children to do things for themselves throughout the day.
- Treat conflict situations with children matter-of-factly and as a learning experience.
- Approach children calmly and stop any hurtful actions and neutralize the object causing the conflict if necessary.
- Acknowledge children's feelings.
- Involve children in identifying the problem by gathering information from children and restating the problem.
- Ask children for solutions and encourage them to choose one together.
- Give follow-up support when children act on their mutual decision.

## NOTICE OF PROGRAM MEASUREMENT

Lenawee GSRP is required to work with the Michigan Lifelong Education, Advancement, and Potential (MiLeap) to measure the effectiveness of the state-wide Great Start Readiness Program (GSRP). MiLEAP sometimes collects information about GSRP staff, children and families. They do this in different ways which may include: 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 and track children's educational progress through second grade. Any information shared about your child is intended for the further growth and development of the Great Start Readiness Program. All information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law. Questions? Contact: [mileap-gsrp@michigan.gov](mailto:mileap-gsrp@michigan.gov) or (517) 241-7004.

## REFERRAL POLICY FOR COMMUNITY SERVICE ORGANIZATIONS

If families need assistance finding community resources in the areas of health, parent support, social/emotional health, basic needs, domestic violence, or childcare, contact the GSRP teacher for a list of local resources or call 2-1-1, which is an access point for persons needing health and human service programs.

## CONFIDENTIALITY

Parents and families can be assured that confidentiality is strictly maintained and that the program carefully protects personal information. The Lenawee Great Start pre-application and the full GSRP application are only shared with those responsible for determining program eligibility and maintaining child files at the school or daycare where the program is located. GSRP staff must respect families', children's and colleague's privacy. Confidentiality also includes sharing any other information regarding a GSRP child including but not limited to, all child/family information and records, private conversations with a parent, or developmental information. The GSRP lead teacher may discuss confidential information with other staff only if they need to know the information to complete their job responsibilities. Records will only be shared with parent permission. Confidential information should not be removed by any employee unless approved by the supervisor.

## GRIEVANCE POLICY

All families are encouraged to express their concerns or problems about the program to their classroom teacher at any time. If a resolution of the concern is not forthcoming, or if the concern involves the classroom teacher, the family is encouraged to bring the concern to the teacher's immediate supervisor and/or the director of the center. Currently enrolled GSRP parents and/or guardians shall follow the procedures listed below when making complaints and/or grievances about GSRP staff, policies, and/or procedures.

Step 1: A person who has a complaint and/or grievance about any aspect of Lenawee County GSRP is encouraged to discuss the matter with the child's teacher.

Step 2: If the informal Step 1 process does not resolve the matter, the person is encouraged to contact the Early Childhood Contact staff by phone at (517) 265-1656.

Step 3: A written complaint may be submitted to the Early Childhood Contact at Lenawee Intermediate School District at 2946 Sutton Rd. Adrian MI 49221. The complaint shall include 1) the name of the person filing the grievance; 2) the facts of the incident or action complained about; 3) the date of the incident or action-giving rise to the complaint; 4) the specific relief sought. A meeting shall then be set up for all parties involved.

**INCLEMENT WEATHER AND EMERGENCY PREPAREDNESS**

During the school year, it may be necessary to cancel school or delay the start due to extremely bad weather or other emergency situation. Be sure to have a plan for a safe place for your child to stay such as home, a daycare, a relative or a friend’s home if necessary. Sites will notify several different media outlets if there is a closing or delay. Programs will have written procedures for the care of children for emergencies such as fire, tornado, serious accidents, illnesses, or injuries, natural/man-made disasters and crisis management, including, but not limited to intruders and bomb threats. Emergency procedures and evacuation plans will be posted in classrooms visible to staff and families.

**LISD NONDISCRIMINATION STATEMENT**

The Lenawee Intermediate School District (LISD) does not discriminate in any of its educational programs and services, activities, or employment practices, on the basis of sex, race, color, national origin / ancestry, religion, height, weight, marital status, age, limited English-speaking ability, sexual orientation, or disability. Direct inquiries to: Executive Director of Staff Resources, Lenawee Intermediate School District, 4107 N. Adrian Hwy., Adrian, MI 49221, (517) 265-2119. Persons with hearing impairments, please call the Michigan Relay Center at (800) 649-3777 (TDD).





***Lenawee County***  
***Great Start Readiness Program***

**ADMINISTRATIVE OFFICES:**

Milton C. Porter Education Center  
2946 Sutton Rd. Adrian, MI 49221  
www.lisd.us ▪ www.lenaweefreepreschools.org  
www.lenaweegreatstart.org

**FINANCIAL CONTACT:**

Lenawee Intermediate School District Business Office  
Ross Educational Service Center  
4107 N. Adrian Hwy. Adrian, MI 49221  
grants@lisd.us  
517-265-2119

**EARLY CHILDHOOD CONTACT AND  
SPECIALIST:**

Christie Cadmus  
christie.cadmus@lisd.us  
517-265-1656 Direct Line  
517-263-2890 Fax

**EARLY CHILDHOOD SPECIALIST:**

Allison Roderick  
allison.roderick@lisd.us  
517-417-8179 Direct Line

## LENAWEE COUNTY GSRP LOCATIONS

### **Adrian Community Preschool**

876 Addison St.  
Adrian, MI 49221  
(517) 263-8676

### **Adrian Public Schools**

*Adrian Head Start*  
239 Cross St.  
Adrian, MI 49221  
(517) 263-1118

### **Birth Toddlers & Beyond-Adrian**

1646 Sand Creek Hwy.  
Adrian, MI 49221  
(517) 265-6264

### **Birth Toddlers & Beyond-Hudson**

709 Jefferson St.  
Hudson, MI 49247  
(517) 448-3506

### **Blissfield Community Schools**

640 S. Lane St.  
Blissfield, MI 49228  
(517) 486-2811

### **Britton Deerfield Schools**

*Britton Building*  
201 College Ave.  
Britton, MI 49229  
(517) 451-4581

### **LISD Trenton Hills**

1008 W. Maple Ave.  
Adrian, MI 49221  
(517)263-6354

### **LISD Porter Center**

2946 Sutton Rd.  
Adrian, MI 49221  
(517) 263-8931

### **Madison School District**

3498 Treat Hwy.  
Adrian, MI 49221  
(517) 263-0741

### **Morenci Area Schools**

788 Coomer St.  
Morenci, MI 49256  
(517) 458-7504

### **Onsted Community Schools**

10191 Slee Rd.  
Onsted, MI 49265  
(517) 467-7046

### **Tecumseh Public Schools**

*Sutton Elementary*  
2780 Sutton Rd.  
Adrian, MI 49221  
(517) 424-9957



*These materials were developed under a grant awarded  
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