

GREAT START READINESS PROGRAM

P A R E N T H A N D B O O K
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MONROE COUNTY
INTERMEDIATE SCHOOL DISTRICT
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What is the Great Start Readiness Program?

Great Start Readiness Program (GSRP) is Michigan’s state funded, free PreK program for four-year old children. The program is funded by MiLEAP and administered by the Monroe County Intermediate School District (MCISD). Research shows that children provided with high-quality PreK experiences show significant, positive developmental differences when compared to their peers of the same background, who did not attend a high-quality program. Therefore, it is the goal of MCISD and GSRP to provide high-quality early childhood programs by creating safe, healthy, and nurturing environments and partnering with families to promote developmental growth and academic success throughout a child’s educational career.

How Does My Child Qualify and Become Eligible for the Great Start Readiness Program?

The Great Start Readiness Program is a tuition-FREE PreK that prepares children for kindergarten. Eligible students are children living in Monroe County who attain age 4 by December 1st of the current school year. Interested families may begin the enrollment process by calling MCISD’s Early Childhood Education line at 734-342-8780 or completing a universal application form for PreK that can be accessed online at monroeisd.us. Upon completion, families will be contacted by the most appropriate PreK program for the needs of the family.

Applications received that meet the income priority guidelines set by legislation will be selected and placed first. All other applications will be processed and enrolled following the MCISD GSRP prioritization plan. Enrollment selection will begin each March and continue until all classrooms are fully enrolled. Known educational eligibility factors such as low income, diagnosed disabilities, severe or challenging behaviors, English language learners, low parent education attainment, abuse and neglect of the child, parental substance abuse, and other environmental factors will be taken into consideration for enrollment and eligibility criteria score.



Program Philosophy

All children deserve high quality education in a supportive, diverse, stimulating, and engaging environment. Teachers believe that children learn best through play and education at their own pace, developmental level and ability when they are actively engaged in the learning environment. The Great Start Readiness Program (GSRP) nurtures the growth of each individual child by focusing on the following developmental areas:

- **Family Impact** – Parents are the primary educators of their children. Teachers strive to provide support to parents when needed to increase parental resilience and to promote a healthy family dynamic. There is a mutual respect between teachers, children and families.
- **Emotional** – Emotional development is a crucial component of the whole child. It involves how children develop positive self-identity, and learn to empathize with others. Teachers support children by helping them identify emotions in themselves and others, and supporting how they deal with strong emotions through self-regulation and conflict resolution.
- **Language** – Language development is a complex process, which involves communication through listening, speaking, reading and writing. Each child is provided concrete experiences to nurture language development. The classroom provides a print-rich environment that supports early reading and writing skills and nurtures listening and speaking skills through meaningful interactions.
- **Cognitive** – Children attempt to make sense of the world around them through active involvement with their environment. They learn by observing what happens when they interact with materials and other people. As children manipulate and explore, they learn simple concepts and build upon them to form more complex ideas. Teachers foster and encourage the intellectual growth of each child by providing a multitude of hands-on learning opportunities throughout the day.
- **Physical** – Each child is provided with a stimulating environment that fosters development of large and small muscles, body control and sensory awareness. Children are able to grow within the physical domain when nutrition, healthcare, exercise and nurturing are combined.
- **Social** – Through interactions with families, peers, and teachers, children establish a basis for social development. Children learn to build positive and rewarding relationships with others by developing a sense of community, valuing diversity, and playing cooperatively. Children begin to recognize, interpret and respond to social situations in a pro-social way. Teachers support children in their social development by supporting child-directed conflict resolution, creating a sense of democracy, and modeling respect and equality for all.



Curriculum

The MCISD early childhood programs and 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. Through curriculum studies, which are hands-on, project-based investigations, teachers build children’s confidence, creativity, critical thinking skills, and promote positive learning outcomes. Curriculum studies may include pets, making music, roads, buildings, simple machines, recycling, trees, and insects. The curriculum is aligned with MiLEAP’s Early Childhood Standards of Quality for PreK and vertically aligned with the Common Core Standards used in elementary through high school.

The Great Start Readiness Program supports academic learning:

- **Literacy**-GSRP teachers provide children with experiences that teach and reinforce literacy concepts that children need to be competent, confident, readers and writers throughout their school experience. Intentional learning experiences will be focused on emergent reading, writing skills, spoken language, and positive attitudes about literacy.
- **Math**-Mathematical experiences in GSRP involve interactions with the environment, materials, peers and supportive adults give children opportunities to build, modify, and integrate simple mathematical concepts, such as primarily ideas about whole numbers, shapes and space.
- **Science**-GSRP teachers build on children’s natural sense of wonder and curiosity and provide them with better understanding of the world around them and how it works. Early science opportunities use active hands-on experiences to foster positive attitudes toward science.
- **Technology**-GSRP classrooms provide children’s age-appropriate use of technology to support and to extend learning and development under the guidance of adults who understand how to use it appropriately.
- **Social Studies**-PreK learning in social studies is closely related to children’s social and emotional development and to what they experience in the community of their classroom. Through inquiry activities and lessons, children will learn about the people in their families and communities, the earth they live on, the people who live on the earth and their interdependence on one another. The concepts of acceptance and diversity are important parts of social studies for PreK children.
- **The Creative Arts**-GSRP classroom experiences with the creative arts include the visual arts, music, creative movement and dramatic play. Children’s learning in all domains is enhanced by integrating creative arts into other areas of the curriculum.

Developmental Screening and Assessments

Child assessment is a necessary component of high-quality PreK programs. The purpose of assessment is to support learning and development of both individual children and classrooms of children, to identify children who may need additional services and support, and to communicate progress with parents and families. GSRP teachers utilize multiple sources for gathering information for all children such as observations, collecting work and language samples, parent interviews, and taking anecdotal notes. Using authentic assessment strategies, teachers can get a picture of the whole child and their developmental progress.

The developmental screening tool used in the GSRP is the *Battelle Development Inventory Screening*. This early childhood screening tool measures school readiness and possible need for further monitoring and potential assessment special education services. It assesses five domains of development to determine a child's strengths and needs in personal-social, adaptive, motor, communication and cognitive skill sets. The structured play-based tool uses interactions with manipulatives, observations in a natural setting, and interviews with primary caregivers. This assessment typically occurs during home visits scheduled prior to a child starting in the classroom and during the first month of school. GSRP teachers will share results and any need for action steps with families within the first six weeks of school attendance regarding the Battelle in a confidential manner. Any recommendation for further assessment needs or individualized support will require parental agreement.

The primary assessment tool used in GSRP classrooms used is *Smart Teach by Teaching Strategies*, a research-based system proven to be valid and reliable for assessing children birth through kindergarten. 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 at family conferences and home visits.

Daily Schedule

GSRP classrooms meet for a minimum of 30 school weeks, Monday-Thursday. Some locations offer an extended program options that meet 5 days/week (see page 16). Individual program calendars are set by the local school district, MCISD or private child care center offering GSRP funded classrooms. 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 minimally 60 minutes 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.

Nutrition Plan

GSRP locations must adhere to the Child and Adult Care Food Program (CACFP) nutritional guidelines. The purpose of this program is to provide healthy, nutritious food options that are important for brain growth and development. Food served should reflect the home and community cultures and be high in nutrients and low in fat, sugar, and salt. Menus are reviewed monthly by a health and nutrition professional. Children in school day classrooms will receive breakfast, lunch, and afternoon snack. Children in part-day classrooms will receive a snack. A monthly menu is distributed to parents and shared with families at enrollment. Teachers use curriculum studies about food and nutrition, Reggie Rainbow, and other resources to support children's understanding of making healthy eating choices for a strong mind and body.

Families will not incur any costs for meals or snacks served during the school day.

All GSRP meals/snacks 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. Families may request to provide their own food due to medical, religious, or philosophical reasons. Contact the center director for more information.

Rest Time

School-day programs must provide a daily rest time for no longer than 60 minutes of the daily schedule. Children may bring a small blanket and/or stuffed animal to rest with. Bedding should be sent home weekly on Thursdays to be washed, unless soiled, then sent home as needed.

Teachers will 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 within 20 minutes.

In transitioning out of rest time, music may be played, blinds 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 blankets and rest time items and helping to clean their cots/mats. If children remain sleeping after the lights are turned on, they will be given the opportunity to continue to sleep until it is necessary for them to wake for teachers to remain in ratio.

Physical Activity and Outdoor Play

For every 3 hours of PreK 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 temperature feels like before 20 degrees or above 100°. 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.

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 home visits to provide educational experiences for the children at home. These home visits take place before the child enters the program in the fall and again mid-year in February. Visits are 45 minutes long.
- Family conferences are also held twice per school year during the months of November-December and at the end of the school year. The conferences are 30 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 PreK 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 or celebrations
- Driving your child to school and from school

- Encouraging learning and exploring at home. Teachers will conduct a home visit to introduce themselves and to share our program philosophy with you. This time will also be used to get acquainted, complete any additional forms that are needed, and to discuss any questions or concerns that you may have. A second home visit will be scheduled throughout the year to share your child's progress with you and to provide educational activities to do at home.
- Completing the family activity sheet every month provided by GSRP teachers
- Participating on the GSRP Parent Advisory Committee held twice per year at the GSRP Center to gather parental input to further the development of the program.
- Participating in the Great Start Collaborative monthly meetings and on the School Readiness Advisory Committee meetings to give feedback and make recommendations to improve all children's school readiness.

PreK Attendance Matters

Though children do get sick and it is important to keep them home during that time, it is also important for families to remember that the effectiveness of the program relies on the amount of time the child is participating in the classroom. If a child has more than 10 unexcused absences during one school year, the slot may be filled by another child. The child will be placed on a wait list until parents notify the program they are still interested. For the absence to be considered excused, family members must notify the teacher or office staff in the building by 10:00 am as to why the child is going to be absent. Should attendance become a concern for your child, GSRP staff will contact you in order to identify the best ways to collaborate with you and support your child's success in PreK.

For many children, PreK 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, minor 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 positive 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 PreK. He/she is increasing their self-confidence, making new friends and preparing for Kindergarten and long-term school success.

Attendance is important to your child's success and learning through their school experience, PreK and beyond. Your child will learn more and will be better prepared for kindergarten if they have regular, consistent attendance in PreK. Every moment of the PreK day is full of intentional learning experiences and opportunities to develop new skills. Even simple activities such as a snack or outside time, are designed to help your child learn and practice important skills. The routines that your child develops in PreK will continue throughout elementary school.

Children who attend PreK programs with strong attendance are:

- More likely to develop early reading skills
- More likely to be ready for kindergarten and first grade
- More likely to develop good attendance patterns for school and future employments
- More likely to finish elementary school without having to repeat a grade level

Volunteers



**SCAN this code for
Volunteer Policy
and Procedures**



**SCAN this code
for Volunteer
Application**

Child Release Procedures

Only adults listed on a child's emergency card may pick up children from school. The emergency contact person **MUST** be local and have a working phone. If families want someone other than those listed on the card to pick up their child, parents must let GSRP staff know in writing, by phone, or personal contact. The person picking up your child will be required to show identification. **It is very important that you are punctual when bringing your child to school and picking your child up from school.** If you do not want your child picked up by his/her other parent, a **written court order** must be on file. Anyone picking up a child from school must report to the office/classroom and sign the child out.

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. Schools will notify several different media outlets if there is a closing or delay. These may include radio stations such as 98.3 FM, 760 AM, 950 AM, and 1370 AM and TV stations for both Toledo (CBS 11, ABC 13, and NBC 24) and Detroit (FOX 2, NBC 4, and ABC 7). Parents may wish to sign up for instant alerts from HONEYWELL. Check with your local school to see if this is an option for your district.

Programs will 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 will be posted in classrooms visible to staff and families.

Staff are trained semi-annually on emergency policies and operating procedures.

Health Service Plan

GSRP centers emphasize the importance of prevention, early intervention, and treatment of common childhood illnesses and other health or developmental concerns. Every child enrolled is required to have the necessary immunizations as required by state vaccine laws in order to attend PreK. These laws are the minimum standard to help prevent disease outbreaks. Waivers for immunizations on religious or health grounds must be submitted prior to the start of school. Children will not be able to attend without immunization records or a signed waiver form from the Monroe County Health Department. A standard health appraisal form must be completed by a medical professional (within the past year) and submitted to the center within 30 days of school entry. Families who are having difficulty with immunization schedules or receiving a medical exam are encouraged to speak to the director. Children will be screened upon enrollment for developmental milestones using the Battelle screening tool (see pg. 7). GSRP classrooms will provide annual hearing and vision screenings in the spring, prior to Kindergarten enrollment.

Child, Staff 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.
- The symptoms of the disease.

Upon arrival at the classroom, children will receive a simple health check by the teacher. This looks 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.

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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 and without fever or pain management medication for 24 hours:**

- Fever more than 100.4 degrees auxiliary
- 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 the eyes
- Unusual spots/rash
- Stiff neck and elevated temperature

A child with any of the following signs or symptoms of illness will be closely monitored by the teacher:

- Earache with or without discharge
- Headache
- Low to moderate fever
- Yellow or green discharge from the nose
- Mild cough
- COVID-19 symptoms that may include any of the following:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

If children are not well enough to engage in outdoor play, parents will not be allowed to have their children attend that day.

Children can be excluded from the PreK programming until they have been symptom free from the condition for a 24 hour period.

Toilet Learning and PreK

Children must not be excluded or expelled because of their need for additional medical or behavioral support, **assistance with toileting**, or staff attitudes and/or apprehensions. GSRP staff can assist with changing diapers and help children with toilet accidents. Parents must provide the needed diapering supplies and extra clothes for toilet accidents.

Head Lice Procedure

At this time, MiLEAP recommends that exclusion from school occurs when there are active infestations only. Active infestations can be defined as the presence of live lice or nits found within one quarter inch of the scalp. Nits that are found beyond one quarter inch of the scalp have more than likely hatched, or are no longer viable.

Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day. Immediate treatment is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school designated personnel find no live lice on the child, the child may reenter the school. Any student with nits (farther than one quarter inch from scalp) should be allowed in school. Families will be notified by letter that head lice is suspected in the classroom. The child's name will be kept confidential.

Parents have the ultimate responsibility for their children. This includes:

- Removing nits daily and treat if lice are observed.
- Becoming educated about head lice.
- Performing regular checks on all individuals in the home.
- Treating a child with head lice as soon as possible and committing to following through until there are no signs of an infestation.
- Teaching children how to minimize the chance of getting head lice by avoiding head-to-head contact, not sharing hats, combs, brushes, and hair accessories, and by containing long hair in braids or pony tails.

10 Frankowski BL, Bocchini JA (2010). Council on School Health and Committee on Infectious Diseases, "Head Lice," *Pediatrics*, 126 (2): 392-403

Hand-washing Procedures

In order to limit the number of illnesses that come into the classrooms, handwashing will occur

- After handling classroom pets, if applicable
- Upon returning to the classroom after outdoor play
- After toileting
- Before and after meals and snacks

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 or the time needed to sing ABCs.
- Get a paper towel and dry hands.
- Use the paper towel to turn off the water.
- Hand sanitizers should not be used in place of proper hand washing at any time in the classroom. Sanitizers are allowable only during field trips, when there is not access to running water.

Medication Policy

Every effort should be made to have all medications administered before and/or after the school day by the parent or guardian. However, if that is not the case then the following procedures must be followed:

The parent/guardian must provide a completed Medication Release Form. This written permission includes:

1. The name of the medication
2. Date, time, dosage and route to be administered (must comply with the written instructions on the label of the OTC medication/pharmacy label, if different, physician documentation must be provided).
3. Phone number where the parent can be reached in case of an emergency
4. Signature by medical professional

Important Notes about Medication

- Over the counter medication must be in the original container (labeled with child's full name) and brought to school by the parent or family member. If medication was prescribed by a physician, the container must have a pharmacy label with the child's full name.
- GSRP staff will give the medication as indicated, in the presence of another staff member and then document on the Medication Release Form.
- All medications will be stored in a locked box during the school day.

Fever-reducing medication will NOT be administered by GSRP staff unless your child has a doctor's note requiring its usage. Please refer to the child illness section for conditions for exclusion and fevers. (Page 10)

Accident and Injury Procedures

PreK 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 body 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 GSRP staff are trained annually in CPR and basic first aid.

Children with Disabilities and Special Needs

Any child who enters into GSRP who has been identified with a diagnosed disability, or is identified with a disability throughout the year in our program is supported individually based on the child's Individualized Education Plan. A copy of the child's IEP is reviewed and kept on file in the center. Individual child goals are incorporated into the child's individualized school readiness goals and addressed in the classroom environment. Any accommodations that are outlined in the child's IEP are provided for the child while under our care. GSRP teachers work with families closely when a referral for a special education evaluation may be needed. Program staff will discuss the reason for a referral and the referral process with the family ensuring they wish to move forward with a referral prior to placing a referral in to the Special Education Department.

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, with more persistent and severe behavior, teachers may request additional consultation by Early Childhood Specialists, School Psychologists, and/or Social Workers to help prevent and decrease behaviors in the classroom. Classroom teams will use Prevent Teach Reinforce for Young Children to provide individualized social emotional supports in partnership with parents/caregivers. 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 will have reasonable expectations for the children. Children will not be expected to perform tasks they are not developmentally ready for.
- Teachers will respect all children and families, their feelings, and understand their limitations and strengths.
- Teachers will help children to express and understand their feelings and the feelings of others. Children will be given the skills to begin to self-regulate and express their emotions and strong feelings appropriately.
- Children will not be allowed to hurt themselves or other children. They will know that teachers are there to protect them and keep them safe.
- Children will not be humiliated or purposefully embarrassed in front of peers or other classroom teachers.
- Classroom expectations and positive behavior supports will be posted in each classroom and early learning center. Children will be reminded often of the expectations in the PreK classroom.
- Teachers will not threaten children with unrealistic consequences, withhold food or toilet usage, exclude children from daily learning experiences due to their behavior or use any form of corporal punishment.

Children will know that the expectations must be followed and natural consequences will follow if rules are broken. Teachers and support staff will remain calm when supporting dysregulated behavior.

However, Teachers May Never:

- Hit, spank, shake, pull, bite or pinch a child.
- Restrict a child's movements without an individualized education plan or approved behavior plan.
- Inflict mental or emotional punishment such as humiliating, shaming or threatening a child.
- Deprive a child of meals, snacks, rest, recreation or necessary toilet use. (Food may not be used as either a reward or a punishment).
- Confine a child in an enclosed area, such as a closet, locked room, box or similar cubical.
- Isolate a child away from the classroom.
- Exclude the child from the classroom, outdoors or gross motor activities due to inappropriate behaviors without an individualized education plan or an approved behavior plan. A child may be removed from an area/room if behavior is endangering other children until the child is calm enough to reenter.

Time out will only be used in combination with teaching what to do in place of behavior problems.

Conflict Resolution Process

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

Children may be asked to discontinue play with a certain toy, in a certain play area or with certain children if classroom expectations are not being followed and appropriate behaviors

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are not occurring and a solution between children cannot be reached. If necessary, children may be separated to cool off and think of better solutions if becoming harmful to themselves or others and/or being destructive to classroom materials. Children may be removed temporarily from the classroom to calm down. Once the child has regained control, they may return to the group and/or resume negotiations with the other child(ren). Teachers will support children in the development of their social emotional competence and will communicate their observations with family members as needed.

Crisis Prevention Institute (CPI)

All staff receive essential training in crisis intervention and de-escalation strategies to ensure the care, welfare, safety, and security of young children and staff in early childhood programs. Aligned with the principles of the Nonviolent Crisis Intervention (NCI) model, this training equips staff with the knowledge and decision-making skills needed to respond to behavioral crises in a respectful, trauma-informed, and least-restrictive manner. Staff are trained to recognize the stages of an escalating crisis and understand the behavioral cues associated with each stage, apply evidence-based de-escalation techniques tailored to the child's developmental level and individual needs, make informed decisions to match the level of response with the assessed level of risk, ensuring safety while preserving the dignity of the child, understand the appropriate use of physical interventions as a last resort, and only when all other strategies have been exhausted and child is at risk of harming themselves or others. This training underscores the importance of preventative, proactive approaches and emphasizes team coordination, situational awareness, and consistent application of intervention protocols.

Early Childhood Positive Behavior and Support System

MCISD GSRP classrooms have adopted a framework of evidence based practices for promoting young children's healthy social and emotional development. It is a proactive system of preventative behavior support practices for all children in PreK classrooms. One practice is having a common set of classroom expectations and rules. Children benefit from organized classroom environments in which the guidelines are consistently, clearly and simply stated. A set of positive expectations can help guide all interactions in the classroom and will be taught explicitly in GSRP classrooms. Our common classroom expectations include: Be Safe, Be Kind and Be a Good Listener.

What does it mean to be safe?

- I will have a safe body.
- I will have walking feet.
- I will stay with the group.
- I will stay in my own space.
- I will care for my materials.
- What does it mean to be kind?
- I will wait.
- I will ask for a turn.
- I will use kind words.
- What does it mean to be a good listener?
- I will have listening ears.
- I will have watching eyes.
- I will have quiet voices.


Classroom expectations will be taught, discussed and reminded throughout the school day.

Be A Superstar





Be Safe



Be Kind



Be A Good Listener



Cultural Competency and Diversity

GSRP classrooms reflect and are responsive to the cultures of the children and families in the program. Upon entry, families are invited to complete a survey to gain a full picture of the child's background and beliefs. GSRP classrooms provide learning materials and activities that reflect a variety of cultures. This may include music/musical instruments, games, tools, and other dramatic play props. Learning materials do not portray gender or racial stereotypes. Children are encouraged to use their first language, and early literacy materials are often provided in that language as well. Families are encouraged to share with children and staff their cultural knowledge, skills, by contributing cultural materials and resources. This is a great opportunity for parents to volunteer in the classroom! GSRP providers will provide written communication to families and children in their first language and will provide an employee/interpreter for verbal communication as needed. Accommodations for parents or other family members with disabilities is also provided. GSRP teachers engage in on-going professional development related to cultural competency.

Child Abuse and Neglect Mandated Reporting

The MCISD Early Childhood 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 Health and 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.

Confidentiality

Parents and families can be assured that confidentiality is strictly maintained and that the program carefully protects personal information. The MCISD pre-application and the full GSRP application are only shared with those responsible for determining program eligibility and maintaining child files at the school where the program is located.

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. If the issue continues to be unresolved, the GSRP Director should be notified, in writing, if possible, to resolve the matter.

Transportation

School bus transportation may be offered at some GSRP locations. GSRP children may ride the local school district buses with other elementary-age children.

Specialized transportation solely for PreK children is not provided. Licensing rules for child care centers assure the safety and welfare of PreK children while being transported. The following regulations will be adhered to:

- Children will be escorted to and from the bus by PreK staff;
- Children will be assisted on and off the bus as needed;
- Children will not be on the bus for more than one continuous hour;
- If there are more than 12 four-year-old children on the bus route at any time, an additional staff member will also be on the bus.

The transportation department advises parents to estimate the distance from the pickup location and have the students at their assigned bus stop **10 minutes** before the bus arrives at the stop. A parent or caregiver must remain with the child at the bus stop until the bus arrives and parents and/or caregivers must be present at the end of the day to pick up their children from the school bus.

Great Start Parent Coalition

The Great Start Parent Coalition is made up of families who are actively engaged in advocating and promoting early childhood in Monroe County. The Parent Coalition sponsors many events that offer families an opportunity to come together for fun and fellowship, and at the same time, learn about the importance of the first five years. If you are interested in participating, please email greatstart@monroeisd.us.



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 your teacher for a list of local resources and a copy of the Children's Yellow Pages. This information can also be found on www.greatstartmonroe.org or call 211 to get connected.

GSRP Locations

Bedford Child Development Center Too*
1623 W. Sterns Rd.
Temperance, MI 48182

Custer 2 Early Learning Center #
5008 W. Albain Rd.
Monroe, MI 48161

**Discover Our World Too
St. Paul's Lutheran Church**
9144 Lewis Ave.
Temperance, MI 48182

Dundee Community Schools #
420 Ypsilanti St.
Dundee, MI 48131

Growing Tree Preschool
10285 Sylvania-Petersburg Rd.
Petersburg, MI 49270

Ida Elementary School #
7900 Ida St
Ida, MI 48140

Kids-n-Company Learning Center*
529 N. Monroe St..
Monroe, MI 48162

Mason Consolidated Schools #
2400 Mason Eagles Dr.
Erie, MI 48133

Horizon Science Academy New Bedford**
6315 Secor Rd.
Lambertville, MI 48144

Niedermeier Elementary School #
8400 S. Newport Rd.
Newport, MI 48166

Raisinville Elementary School #
2300 N. Raisinville
Monroe, MI 48162

Riverside Early Learning Center
77 N. Roessler St.
Monroe, MI 48162

Smith Road Elementary
1135 Smith Rd.
Temperance, MI 48182

Sodt Elementary #
2888 Nadeau Rd.
Monroe, MI 48162

Sterling Elementary #
160 Fessner Rd.
Carleton, MI 48117

Summerfield Elementary School #
232 E. Elm St.
Petersburg, MI 49270

**Totally Awesome*
Childcare and PreK**
15201 S Dixie Hwy.
Monroe, MI 48161

*** Extended program option available
Transportation may be available**

ANNUAL NOTIFICATION OF STUDENT AND PARENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and legal guardians ("parents") and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the date the District receives a request for access. Parents or eligible students should submit to the school principal or program supervisor a written request that identifies the record(s) they wish to inspect. The principal or supervisor will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Upon request of the viewer, a record shall be reproduced unless the record is copyrighted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access to school records. Copies of school records are available for a minimum copying charge.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Monroe County Intermediate School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the District discloses education records, including disciplinary records, without consent to officials of another school district in which a student seeks or intends to enroll.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Monroe County Intermediate School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-4605
6. Directory Information: Monroe County ISD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance in writing on the Opt Out form. The primary purpose of directory information is to allow the MCISD to include this type of information from your child's education record in certain school publications.

CONTINUED ON NEXT PAGE >>

7. For school or district publications, including but not limited to a brochure about my student's program or class, the school's/district's website or social media accounts, a brochure about a student activity or competition, a yearbook or yearbook-type video, or a student recognition or honors program:
 - A photo of my student or my student's name posted in the building, or included in a program or brochure about a school program, event or activity,
 - News releases about programs and/or student honors, awards and certifications
 - Colleges, U.S. military, prospective employers, employment-training and internship providers (MCMC only)
 - Scholarship agencies (MCMC only)

Information may also be published in newspapers or shared with employers and colleges. In addition, federal laws require local educational agencies to provide military recruiters, upon request, with names, addresses and phone listings.

Directory information which would not generally be considered harmful or an invasion of privacy if disclosed includes: student's name, address, telephone listing, major field of study, program and session, student photographs, participation in recognized activities, dates of attendance (school year enrolled), certifications, awards and honors received, scholarships and other information that is generally found in directories, yearbooks and programs. **The District will not disclose directory information requested for the purpose of surveys, marketing or solicitation unless the district determines that the use is consistent with the educational mission of the district and is beneficial to the affected students.**

If you do not want GSRP to disclose this information, please contact your school office or the GSRP director for an opt out form. You must fill out the form and return it within 30 days of the first day of attendance.

If you have any questions about these rights, contact the GSRP Director at 734-324-8690.

Parent Notification of Licensing Notebook Requirement

Child Care Organizations Act, 1973 Public Act 116

- All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.
- The notebook will be available to parents for review during regular business hours. It can be found in the classroom or school office, if applicable.
- 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

Notice of Program Measurement

The MCISD GSRP is required to work with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) to measure the effectiveness of the state-wide Great Start Readiness Program. Information is sometimes collected, reported and analyzed 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 there are any question regarding this statement, please contact a representative of GSRP at Michigan Department of Lifelong Education, Advancement, and Potential at MiLEAP-GSRP@Michigan.gov or (517) 241-7004.

Monroe County Intermediate School District

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Paul Miller, *Secretary*
Russell Bless, *Treasurer*
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MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT

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www.monroeisd.us



The Monroe County Intermediate School District does not discriminate on the basis of religion, race, color, national origin, disability, age, sex, sexual orientation, gender identity or expression, height, weight, familial status, or marital status in its programs, activities or in employment. For inquiries regarding the non-discrimination policies, contact Human Resources and Legal Counsel, 1101 S. Raisinville Road, Monroe Michigan 48161; Telephone: 734.322.2640.



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