



**Great Start Readiness Program (GSRP) Administrative Guidelines
and Montcalm Area Intermediate School District (MAISD)
Sub Recipients Staff Policy and Procedures**

2022-2023

Updated: July 2022
MCGSC Board Approved

These materials were developed under a grant awarded by the Michigan Department of Education (MDE).

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Mission Statement

The Great Start Readiness Program (GSRP) in partnership with the community is dedicated to the academic, social, and personal growth of all students, so each becomes a contributing member of society.

The policies and procedures for the MAISD GSRP program are aligned with State of Michigan GSRP implementation manual. For details see: https://www.michigan.gov/mde/0,4615,7-140-63533_50451-217313--,00.html

Beliefs & Philosophy of the Great Start Readiness Program

The Great Start Readiness Program believes that all children are unique with different social and academic needs. Through developmentally appropriate experiences, children are encouraged to reach their full potential. A safe and nurturing environment that builds self-esteem and positive social interactions is provided. Positive home/school relationships to build the home/school connection are enhanced through open communication with parents.

We believe Preschoolers are individuals with unique characteristics and interests. MAISD funded GSRP's are building tomorrow's leader's one classroom at a time. GSRP focuses on building skills for the successful transition into kindergarten. GSRP Beliefs...

- ❖ GSRP believes that preschoolers should have an equal opportunity to learn, based on their needs, interests and abilities.
- ❖ GSRP believes that preschoolers learn best when content is relevant to their own lives.
- ❖ GSRP believes that preschoolers learn best in an environment that is warm and inviting to enable children to develop confidence, creativity, and lifelong critical thinking skills.
- ❖ GSRP believes that the primary role of the teacher is to facilitate learning as a relevant, exciting process for every child.
- ❖ GSRP believes that students learn through exploration of the world around them.

The educational philosophy of GSRP is based on meeting the developmental needs of the children involved with our program. To implement this, we must provide an obstacle-free path upon which children are able to perform their explorations in growth. Our teachers are receptors for signals from the child; taking cues from the child's behavior makes us more directly responsive to his/her needs. One role of the teacher is as an observer. MTS is a child assessment tool that supports this process in the classroom.

We believe the children profit from the opportunity to make choices. In order to facilitate meaningful choice making, the children are given the chance to move about in an environment, which offers many attractive, interesting, valid, and stimulating activities in which to participate. The children build skills through their own individualized responses to their environment. We must be open, flexible, and always willing to experiment with the environment because as children grow, so must their surroundings.

Children need adults in their environment who respect their ability to be creative and who provide the means for them to do this. We must be consistent in our respect for a child's ability to make choices. In this way, they can develop as an independent, unique human being. GSRP uses creative curriculum as a tool to facilitate this learning process in the classroom. GSRP uses My Teaching Strategies as an assessment tool to help individualize instruction to meet each child's educational needs.

Philosophy

MAISD Policy:

Sub recipients will be provided with a MAISD-approved written philosophy statement that is promoted and used to make program decisions via the GSRP handbook.

MAISD Procedure

1. Sub recipients will use the provided written philosophy statement that was approved by administrators, GSRP staff, and the MCGSC.
2. Philosophy statement is aligned with the Early Childhood Standards of Quality for Pre-Kindergarten (ECSQ-PK) and contains language that addresses local social, economic, cultural and family needs.
3. Sub recipients are responsible for widely promoting the philosophy statement, such as through websites, recruitment materials, classroom newsletters, parent bulletin boards, parent handbook, etc.
4. Sub recipients will adhere to their philosophy statement when making program decisions.

Assurances

MAISD Policy

The MAISD shall comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions governing GSRP.

MAISD Procedure

The MAISD and all its sub recipients agree to:

- Refrain from utilizing Iran linked businesses.
- Include the following on all publications and materials: “These materials were developed under a grant awarded by the Michigan Department of Education.”
- Comply with all federal, Michigan laws and regulations prohibiting discrimination are mandated.
- Conduct employment and program services reviews to comply with Americans with Disabilities Act (ADA) law.
 - Title II – Personnel discrimination
 - Title III – Barrier free, full and equal access
- Comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions. Findings of failure to comply may result in withholding funds of up to 100%.
- Comply with laws and regulations for participants that prohibit discrimination based on race, color, religion, national origin or ancestry, age, sex, marital status or handicap.

The MAISD and all its sub recipients understand:

- Third party contracts are prohibited for program implementation.
- Expended funds must conform to the budget. Amendments require MAISD and/or MDE approval.
- MDE and MAISD are not liable for cost prior to grant award.
- Fiscal documentation must be available for auditing purposes.
- Report requirements (i.e. MSDS, CISR, CNRA) and due dates must be met. Contracts will be established annually with sub recipients.
- Programs may be selected to participate in data collection efforts.

Programs will cooperate with evaluation projects including:

- Classrooms available upon request
- Complete surveys upon request
- Provide requested information (i.e. UIC, MSDS, site documents, parent contacts)
- Participate in webinars, calls, and meetings as identified in GSRP schedule and request.
- Secure and distribute appropriate parent consent forms and relevant information

If the MAISD fails to comply with the terms and conditions of the grant award, MDE may withhold funds otherwise due from this grant program, any other federal grant programs, or the State School Aid Act of 1979 as amended, until the MAISD as fiscal agent/grantee comes into compliance, or the matter has been adjudicated, and the amount disallowed has been recaptured (forfeited). MDE may withhold up to 100 percent of any payment based on a monitoring finding, audit finding, or pending final report.

The MAISD understands and accepts responsibility for all grant compliance measures including in the GSRP final MEGS+ application.

Contracts with Sub Recipients (existing and potential)

MAISD Policy

Montcalm Area Intermediate School District contracts with sub recipients to implement the GSRP program in Montcalm County.

- Each sub recipient must have a signed contract on file with MAISD prior to receiving funding.
 - Potential agency partners will receive a copy of the sub recipient contract and the link to the MDE GSRP implementation manual. MAISD policies and procedures manual will be provided to all sub recipients electronically. The sub recipient contract includes required curricula, screening and assessment tool, program quality standards, LARA licensing requirements, School Readiness Council requirements, professional development requirements, per slot allocation and data collection and reporting requirements. See GSRP Implementation Manual for details: https://www.michigan.gov/mde/0,4615,7-140-63533_50451-217313--,00.html
 - The sub recipient contract will include language that the sub recipient is responsible for specific grant requirements and is aware that eligible (not private tuition) parents incur no cost and cannot be solicited for funds or pay fees and parents cannot provide daily food for their child, outside of GSRP Implementation Manual guidelines. Food provided by parents for special or family activities should reflect home and community culture, be high in nutrients and low in fat, sugar and salt. State of Michigan guidelines must be followed. See link for more details: https://www.michigan.gov/documents/lara/BCAL_PUB_8_3_16_523999_7.pdf
- Potential Sub recipients may contact the GSRP Early Childhood Contact (ECC) at 616-225-6278 for more information or to obtain the request for proposal for GSRP program operations (Appendix A).

Written Policies

MAISD will review its administrative guidelines annually in June and make revisions as necessary for the October 1st – September 30th fiscal year. Each sub recipient will receive a copy of the policies and procedures and be offered GSRP 101 training prior to signing their sub recipient contract.

MAISD requires sub recipients to use the approved GSRP parent handbook on Drop Box. Sub recipients can add additional information to the approved handbook. The parent handbook distribution should begin prior to the start of classroom year activities. GSRP parent handbooks should provide parents and staff with written policies and procedures that include the following:

- Program overview including a philosophy statement, curriculum, developmental screening, and child assessment information.
- Parent involvement information.
- **Statement indicating that “*Depending on income level, parents may be required to pay tuition, but parents are never charged additional fees for program elements such as transportation or meal service. Additionally, parents will never be paid a stipend for providing food or volunteering in the classroom/field trip.*”**
- Child recruitment plan on Dropbox that includes procedures for selection and placement regarding risk factors and children placed in programming.
- Referral policy to meet child and family needs, including follow-up procedures (this includes how this process will be documented in the child’s file).
- Confidentiality policy.
- Schedule of operations, denoting hours, days, and holidays during which the center is open, and services are provided.

- Licensing guidelines around health and sanitation for centers. See link for more details: https://www.michigan.gov/documents/lara/BCAL_PUB_8_3_16_523999_7.pdf
- Fee policy.
- Typical daily routine.
- Attendance policy.
- Exclusion policy must be written to describe short-term injury or contagious illness that endangers the health and/or safety of children or others. **Children must not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions apply to this area.**
- Weather policy.
- Rest time policy (applies to GSRP/Head Start Blend and School-Day programs).
- Meals and Nutrition information and statement that **“Parents do not provide daily food for their child. Food provided by parents for special or family activities should reflect home and community culture, be high in nutrients and low in fat, sugar and salt.” This should be enough food in the class for all students in the classroom.**
- Medication policy.
- Health policies and practices on physical activity and nutrition for children.
- Accident and emergency policies.
- Child discipline/conflict resolution policy.
- Policy for reporting child abuse/neglect.
- Grievance policy that clearly describes the steps to be taken when a parent has a grievance.
- Parent notice of program evaluation.
- Use written and virtual classroom materials provide the grant name and logo and includes the statement **“These materials were developed under a grant awarded by the Michigan Department of Education.”**
- Notices of the availability of the center’s licensing notebook. The notice must include all of the following:
 - The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans for the last 5 years.
 - The licensing notebook is available to parents during regular business hours.
 - Licensing inspection reports, special investigation reports, and corrective action plans from at least the past 3 years are available on the department’s child care licensing website at www.michigan.gov/michildcare. The website address must be in bold print.

****Policies and procedures for handling and reporting accidents and illness/ injuries. Incidents are provided to parents and staff via the GSRP Handbook. At all times these policies and procedures must be followed in compliance with GSRP Implementation Manual (https://www.michigan.gov/mde/0,4615,7-140-63533_50451-217313--,00.html) and LARA requirements (https://www.michigan.gov/documents/lara/BCAL_PUB_8_3_16_523999_7.pdf) Reference Pages 20-25 in the GSRP Handbook for further details.**

Monitoring

MAISD Policy:

MAISD business office will monitor and approve budgets and expenditures throughout the fiscal year.

- MAISD will provide a proposed allocation to sub recipients within seven business days of MDE providing allocation award to the MAISD.
- Sub recipients will submit proposed budgets to the MAISD Business Office a minimum of two weeks prior to the GSRP grant due date into MEGS+. Budget spreadsheets will be provided to business office managers by the MAISD.

- MAISD will approve or adjust sub recipient budgets as necessary. The MAISD Business Office will communicate budget adjustment through email.
- Sub recipient expenditures are monitored and approved by the MAISD Associate Superintendent of Finance and Early Childhood Contact upon request). Payments will be made once approved by the business office.
- Ledger report for GSRP expenses will be provided to the MAISD business office with reimbursement request to review spending. MAISD business office may request supporting documentation for specific reimbursement expenditures. Flow of funding may cover several months based on sub recipient.
- MAISD requires sub recipients to participate in the National School Nutrition Program and the Child and Adult Care Food Program, as it is cost effective. Sub recipients must recoup the maximum reimbursement available to them before expending GSRP funds for the provision of meals and snack. Food service for teaching teams can be charged to the GSRP budgets. Documentation of food services used must be in the classroom binder. Food service spreadsheet provided by MDE must be completed and in the classroom binder.
- The Early Childhood Contact will support this process as requested.

MAISD will maintain all the required ISD administrative records as listed above and in the GSRP sections:

- Reporting and Monitoring, Administrative Records,
- ISD Administration of GSRP: Monitoring Sub recipients,
- Classroom Requirements: Policies and Procedures.

MAISD will monitor program site and file information annually, at a minimum. Program site information is required to be maintained in a binder at each GSRP licensed site. Child records are to be maintained in individual child files. The following information is required to be in each program site binder. Binder information will be collected at the end of the school year and kept on file for seven years at the MAISD:

- **Project Plan**
 - *MAISD Handbook is in the binder*
 - *Add local handbook options if you choose to make additions to the handbook in addition to the MAISD handbook. (This should include any district paperwork for example).*
- **Philosophy Statement**
 - *Policies and Procedures are in the binder*
 - *Please include any additional information that you provide to your families, in the binder regarding instructional practices.*
- **Curriculum Model**
 - *Documentation from Policy and Procedure information is in the binder.*
 - *Add a copy of your classroom Creative Curriculum supported schedule and approval via ECS review.*
- **Examples of Lessons**
 - *Add examples of your classroom lesson plans that reflect your Creative Curriculum instruction.*
- **Parent Involvement Records**
 - *Add examples of tools used to support parent engagement in the classroom.*
 - *Add examples of home visits documentation (45-minute documents and signatures).*
 - *Add examples of any other documents that you use to capture parent involvement activities in your classroom.*
 - *Add an example of your newsletter.*
 - *Add a picture of your community bulletin board*
 - *Data Team meetings*
 - *Date _____ Parent Yes or No*
 - *Date _____ Parent Yes or No*

- Date _____ Parent Yes or No
 - SAC meetings
 - Date _____ Parent Yes or No
 - Date _____ Parent Yes or No
 - Date _____ Parent Yes or No
- **DHHS**
 - Add Examples of clearance forms & correspondence to parents about obtaining the clearance information. *Black out names on any documents
- **Supplementary Childcare Records**
 - Add fire inspection (copies from licensing notebook).
 - Add playground inspection (copies from licensing notebook).
 - Include 2022-2023 classroom inventory list (identify the items that have been purchased with GSRP funding).
- **Meal and Snack Compliance**
 - Add copies of the classroom lunch & breakfast menus as they apply.
 - Add copies of documentation of meal/snack reimbursement plan (i.e. NSLP, CACFP or both) or the required waiver form.
 - Program compliance: Citation Document, Compliance Plan, and Action Plan (If applicable).
 - Completed food service spreadsheet provided by MDE
- **Program Evaluation Plan**
 - Add Individual classroom CLASS information & any CLASS and/or ICP reports as provided by ECS.
 - Add data team information (meeting minutes and follow up documentation as it applies). This information is provided by ECS. This includes any/all information around data driven decision-making.
- **Childcare License**
 - Add documentation in the binder to support licensing compliance, copy of valid license.
 - Add citations, compliance plans and/or action items (as applicable).
- **Personnel Records**
 - Add copy of degrees and professional development logs for any and all GSRP staff (be sure to include curriculum assessment certifications):
 - Teacher
 - Associate teacher
 - Other classroom staff
 - Add copy of professional development logs for any and all GSRP staff:
 - Teacher
 - Associate teacher
 - Other classroom staff
 - Early Childhood Specialist recording certificate (on audit issues)
 - Add copy off teaching team annual evaluation results completed by employer on record or evaluation assurance signature document.
 - Date sent to Cari O'Connor, email to coconnor@maisd.com: _____
- **Children's records**
 - Add file audit review feedback form and compliance plan information or applicable.
 - Add compiled K-2 Follow Surveys & results added to Dropbox file.
 - Add end of the year My Teaching Strategies summary per classroom: Connect with your ECS they can assist with determining which report best reflections of student growth and progress. (Be sure to reflect student growth data).
 - Add record My Teaching Strategies report for each classroom.

- **Children’s records – a single file for each enrolled child must be kept for seven years and include:**
 - age documentation (birth certificate or other proof of age eligibility)
 - verification of income eligibility
 - documentation of risk factors
 - health and immunization records
 - family information (parent name, address, phone number)
 - evidence of developmental screening (ASQ)
 - assessment of child’s progress in the program and follow-up information through second grade
 - Documentation of date and content of home visits and parent/teacher conferences.
 - Dental screening information as applicable
 - Anecdotal records
 - Portfolio examples
 - Individualized planning evidence (MTS)
 - Evidence of referral information provided
 - Classroom ratio meets Implementation Manual standards
 - Classroom meets licensing standards

Illness Polices & Procedures (see GSRP Handbook for further details)

Attendance is very important to us; however, we are also very concerned about the spread of illness. We serve many children, and when germs are brought into the classroom, they spread quickly. No child or staff will be permitted to attend if acutely ill and/or has a fever, severe cough, diarrhea, or rash. Some diseases will require a child or staff to be excluded from school until a doctor writes a release. If a child or staff is displaying any of the following symptoms, he or she should not attend:

- Fever (temperature of 100° or higher or even less when the child feels ill) – until temperature returns to normal
- Earache – until seen by a doctor
- Rash – until the cause is determined and it is not contagious
- Sore throat – until throat loses redness
- Watery or red eyes – until eyes clear
- Any draining sore – until draining stops
- Upset stomach the night before or prior to arrival time
- Chest cough – until cough stops
- Diarrhea or vomiting within the last 24 hours

Parents and staff should exercise every precaution and keep the child or staff should stay home should other unusual symptoms occur. If a staff exhibits any of the symptoms, they need to stay home. If a staff member is sick throughout the night, please stay home to rest. Thank you for your cooperation in keeping us all healthy.

If a child or staff contracts a communicable disease, please notify us as soon as possible. Parents of all children will be alerted to exposure to the disease. Privacy is assured.

If a child becomes ill during class, the parents will be contacted with the request to take their child home. If they cannot be reached, we will call the person that has been have given to us via the emergency card. If it a staff member emergency contacts staff provided will be notified.

Classrooms operated by a local school district will utilize their staff emergency plan. Children and staff safety is a priority in any of these directions in an emergency.

Disease/Illness Symptoms	When a Child and/or Staff May Return
Fever 100 degrees or above	Fever free for 24 hours without fever reducing medicine
Vomiting	24 hours symptom free
Diarrhea (giardia, salmonella, shingella, viral)	When stools are formed and symptom free for 24 hours
Nasal discharge (yellow or green mucous)	Discharge is not thick yellow or green and/or if the child has been on antibiotic for 24 hours
Chicken Pox	After all skin lesions have dried
Mumps	After swelling is gone (About 9 days)
Strep Throat	After 24 hours of antibiotic treatment
Measles or German Measles	Not earlier than 4 days after onset of rash
Pink eye or Conjunctivitis (Bacterial, viral or allergic)	When eyes are mucous free or on medication for 24 hours
Hepatitis A	With physician's clearance
Impetigo	With physician's clearance, after medication for 24 hours and infected parts covered
Ringworm or Pin worms	After 24 hours of physician prescribed treatment and ringworm infected area should be covered
Scabies	After 24 hour of physician prescribed treatment
Unidentified Rash	With physician's clearance (need to provide note from physician)
Meningitis	With physician's clearance
Influenza	With physician's clearance or fever free without fever reducing medication for 24 hours
Roseola	After rash clears
Hand, foot and Mouth	When lesions heal and drooling ceases
Croup	After free of viral infection and child is no longer having difficulty breathing
COVID	Follow CDC guidelines

Head Lice

GSRP has the following policy in place regarding staff attending school with head lice.

Staff who have head lice or eggs will not attend school until:

1. The staff has been properly treated.
2. The head is completely clear of all eggs.
3. The staff has been checked by a staff member prior to being readmitted.

** This policy may be different than your local school district policy, but is the policy of the grant program.

When there is a discrepancy between local school district policies the GSRP policy will be followed.

Pest Management

It is the policy of all GSRP classrooms to manage pests in and around classrooms in a manner that protects human health, maintains the integrity of buildings and grounds, and preserves the environment. All facilities and grounds will be maintained including situations maintained to be free of trash, debris and clutter.

Ornamental plants, turf, and desirable grasses will be managed in a manner that limits animal, plant and microbial pest attraction. Parents will be notified upon any and all pest management techniques used to

manage pests in and around classrooms. Where classrooms are located in operating school buildings that local district polices will be adhered to as well.

Accident & Emergencies Procedures

In the event of a medical emergency or an accident, the parents and physician of the child will be contacted. Staff emergency contacts will be notified. If we are unable to make contact and emergency treatment is required, the child and or staff will be taken to the hospital specified on the emergency card. Authorization for the center to contact your family physician and to take emergency medical measures deemed necessary is part of this agreement.

Plan for Minor Injuries (bumps, bruises or minor cuts)

1. Staff person should put on disposable gloves.
2. Wash infected area with cool clear water if needed.
3. Cover area with bandage if necessary.
4. Complete accident report, have center director/teacher sign and copy. Keep the original copy of the report in the center file and send copy home to parents.

Accident, Serious Injury, Illness, Death, Fire Reporting

Definition of emergency: Where one or many are sick or injured. Immediate concern is to aid the injured or sick student.

Steps of Action:

1. Administer first aid
2. Contact 911 and the building office
3. Office will contact parents or guardians
4. Review staff or student's emergency card for special medical conditions; inform emergency services if appropriate
5. Do not move severely injured person, or give medication without doctor's order
6. If victim is unconscious or incapable of making rational decisions an ambulance will be summoned and the victim will be transported to the hospital

All serious accidents or injuries must be reported immediately to the center director or principal. The center director or administrator will report the incident to Child Care Licensing.

Death

In the event of the death of a child in care, a licensee, licensee designee, or program director shall do both of the following:

- Immediately report it, in-person or via phone, directly to the child's parent.
- Report it to the department within 24 hours, via phone.

Fire

A licensee, licensee designee, or program director shall report to the child's parent and the department, directly or via phone, fax, or email, within 24 hours of the occurrence of any of the following:

- A fire on the premises of the center that requires the use of fire suppression equipment or results in loss of life or property.
- The center is evacuated for any reason.
- Fire drills in the classroom will be practiced three times a year.

Incidents

An incident includes, but is not limited to, the following: - A child is lost or left unsupervised. – Alleged sexual contact between children or a child and a staff member or volunteer. – Physical discipline of a child by a staff member or a volunteer. In any incident that may occur parent contact will be made by the program director and teacher within 24 hours of incident report. Every attempt to communicate with the parent as soon as possible must be documented in the incident report form. Please consult with your teaching team, program director/building administrator for guidance and clarification with questions regarding incident reporting. A copy of each incident report is filed in student files, along with follow up reports. The reports remain confidential and follow the guidelines for information sharing from GSRP).



Incident Report for GSRP Classrooms

- * The form may be used to maintain a record of each child's illnesses, accidents, injuries, signs of abuse, etc.
- * Share a completed copy with parents.

Name of Child _____ Age _____

Details of Incident

Date _____ AM PM Type _____
(accident, illness, etc.)

Time _____ AM PM Place _____
(children, playground, etc.)

Describe Incident _____

Injuries _____

Medical Services of the support provided _____

Parent/Guardian/Other Notified

Name _____ Date _____ Time _____ AM PM
 Name _____ Date _____ Time _____ AM PM
 Note _____

Witnesses

Name _____
 Name _____

Staff Completing Form _____ Date _____
(Print Name)

Supervisor _____ Date _____

Revised 12/2015

See Appendix B for timeline details
 See Appendix C for onsite monitoring form

Record Keeping

MAISD Policy:

The MAISD and each sub recipient will maintain administrative files and grant records to ensure compliance with the Michigan Department of Education's GSRP Implementation Manual.

MAISD Procedure:

The MAISD shall adhere to the following procedures:

- The ECC and/or appointed financial consultant will complete annual reporting of SIR, MSDS, GSRP application, Final Expenditure Report and Carryover Budget, and Carryover Final Expenditure Report in MEGS+. Other State of Michigan identified reports related to GSRP operations.
- All sub recipient contracts are housed and maintained by the Early Childhood Contact.
- The Early Childhood Specialist(s) will submit the CLASS online for all classrooms three times a year. All program documentation is housed and maintained by the MAISD Early Childhood Specialists.
- The sub recipient submits to the MAISD the MSDS Child Enrollment three times annually, based on the CEPI deadlines.
- The Early Childhood Contact will complete annual GSRP report annually.

The MAISD will keep the following administrative records on file and available for monitoring by the MAISD/MDE for seven years:

- All applications and reports required in MEGS+ including correspondence regarding out-of-compliance items and compliance plans.
- All reports from monitoring with sub-recipient compliance plans if required.
- MAISD contracts with sub-recipients.
- Individual sub-recipient budgets, reimbursement requests, final expenditure reports and carryover requests.
- MAISD actions to recruit community agency partners to serve as sub-recipients for at least 30% of the allocated slots. Include all notifications to potential sub recipients of availability to participate in GSRP, meeting notes, meeting sign-in sheets, and a summary for the specific grant year indicating each licensed center, its star rating, interesting in being awarded slots, and the result for the upcoming grant year.
- Minutes, agendas, and attendance sheets from the area-wide advisory committee convened as a sub-committee of the Great Start Collaborative.
- Student recruitment and selection plans; including copies of flyers, announcements, and enrollment forms.
- MAISD-wide CLASS reports.
- MAISD-wide professional development plans.
- GSRP School Readiness Advisory Council attendance agenda, data team meetings and meeting minutes.

The sub recipient will keep the following administrative records on file and available for monitoring by the MAISD/MDE for seven years:

- Project plan.
- Parent involvement records, including evidence of parent participation in family activities.
- Supplementary childcare records.
- Program evaluation plan.
- CLASS reports to committee.
- Program child files (see below).
- Program improvement plans.
- Records of accreditation plans, if applicable.
- The Michigan Department of Human Services, Child Care License/Approval, including correspondence on compliance and any special investigations.

- Personnel records for the director, early childhood specialist, lead teacher(s), associate teacher(s), and others.
- Staff credentials.
- Professional development logs: including in-service training, conferences, workshops, and classes.

The sub recipient will keep a single file for each child enrolled in the program for seven years and include the following:

- age documentation (birth certificate or other proof of age eligibility)
- verification of income eligibility
- documentation of risk factors
- health and immunization records
- family information (parent name, address, phone number)
- evidence of developmental screening
- assessment of child’s progress in the program and follow-up information through second grade
- Documentation of date and content of home visits and parent/teacher conferences.
- Dental screening information as applicable
- Anecdotal records
- Portfolio examples
- Individualized planning evidence (MTS)
- Evidence of referral information provided

Closure Procedures

MAISD Procedure:

Sub recipient Declines to Participate in GSRP

The sub recipient will notify the MAISD in writing of intent to terminate contract and no longer offer GSRP services. 30-day notice is required.

Sub recipient Contract is terminated by the MAISD

In cases where the MAISD terminates a contract, the MAISD will provide written notification to the sub recipient outlining noncompliance and any corrective action activities. Closures made during a school year will result in one of the two following options:

- Children will be offered enrollment in another GSRP classroom if there is available capacity. Families of enrolled students will be contacted by the MAISD and directed to existing GSRP neighboring locations with available slots.
- The MAISD assumes the roles and responsibilities of program implementation.

Every reasonable measure will be made to transition children into high quality preschools to minimize interruption in services. When any GSRP closes, the MAISD will complete the following:

- The MAISD will contact and work closely with MDE consultant
- The MAISD will determine the closing date of the GSRP program with the sub recipient.
- The sub recipient will reconcile fiscal documentation. The MAISD will calculate proration of slot and funding allocations where appropriate.
- Retain child files for seven years at sub recipient site (location agreed upon by parties).
- The sub recipient will provide the MAISD with an inventory of remaining equipment and supplies purchased with GSRP funds.
- The MAISD will arrange for the reallocation of GSRP inventory.
- The MAISD will coordinate with BCAL licensing (for possible transfer/transition of license).

- The MAISD will ensure that the program's Great Start to Quality profile is updated.

Human Resources: Hiring and Replacing Properly Credentialed Staff

MAISD Policy:

MAISD ECC will ensure sub recipient hiring and replacing of properly credentialed staff by monitoring per GSRP implementation manual:

- Sub recipients recruitment efforts
- Program site binders for staff credential documentation
- Grant information submitted by the sub recipient to MAISD related to staff credentials
- Staff turnover and replacement staff and their credentials.
- Staff compliance plan monitoring

The timeline and process for the ISD to monitor include:

- The sub recipients submit to the ECS a list of hired staff and their credentials prior to the beginning of initial home visits.
- Reviewing the sub recipients recruitment efforts if properly credentialed staff is not hired
- Review compliance plan for non-credential staff for approval
- Review Program site binders for staff credential documentation in annually
- Review staff credentials when submitting the grant implementation plan
- Sub recipients will inform ECC via email of staff turnover and replacement staff and include their credentials within **10 days of staff resigning** and if necessary a timeline for staff exits for finding a permanent replacement

If sub recipient staffs are not properly credentialed, a compliance plan will be implemented. The compliance plan will be monitored by the ECC and follow the guidance as outlined in the GSRP manual, Section: Center-based Model, Staffing Noncompliance. Noncompliance plans must be completed within a three-year period. (i.e. compliance plans can only be amended for up to three years with three different uncredentialed staff). Classrooms may only operate up to three-years with a compliance plan in place for staff. MAISD is responsible for designating an Early Childhood Contact at the ISD with sufficient time to fulfill tasks of the position.

MAISD is responsible for hiring/contracting the Early Childhood Specialist(s) with proper credentials, which will meet or exceed the guidelines in the GSRP Implementation manual. MAISD will maintain records relative to staff credentials in the personnel file(s).

Professional Development for Teaching Teams and ECSs

MAISD Policy:

Sub recipients will provide documentation (Certificate of Completion, attendance, etc.) to the ECC of staff formally trained in the Ages and Stages Developmental Screener, comprehensive curriculum: Creative Curriculum and My Teaching Strategies comprehensive child assessment tool. Sub recipients are responsible for the cost and formal training of staff in the developmental screener, curriculum and child assessment tool if needed unless offered through MAISD professional development calendar for GSRP teaching team staff.

MAISD Procedure:

MAISD will host professional development (PD) days. The PD offered will be based on data relative to the local GSRP programs. Sub recipients will be provided a calendar with teaching team PD days and quarterly School Readiness Advisory Council Meetings (SAC) for the school year. SAC supports parent/family engagement by opening meetings and professional development up to community (parent/family) participation. MAISD will also communicate with sub recipients about additional PD opportunities offered in the region and State. ECC will collaborate with the Western Region Resource Center to ensure meaning

PD opportunities for all GSRP staff. Professional Development and (SAC) are mandatory activities for GSRP teachers. The ECC will allocate sufficient funds and time for the ECS(s) to provide coaching supports on curriculum and assessment resources and to attend professional development events.

MAISD Policy:

Each sub-recipient shall promote participation in the MCGSC Parent Coalition, which serves as the active and engaged community advisory committee, the parent coalition meets monthly and has education focus/topic and has a variety of representations of birth to 12 families. The MAISD ensures parents are the active decisions makers and contributors to the GSRP program. GSRP parents will also serve on the MCGSC and its functioning committees; data team committee activities, and the GSRP School Readiness Advisory Council (SAC). SAC is the GSRP advisory council for the MAISD. *At least one parent from each classroom will be invited to participate in the GSRP SAC. At least one parent from each sub recipient will participate in order to be eligible for GSRP funding and to prioritize parent/family engagement.* Parents are their child’s first and best teachers. In alignment with this, parents are partners in their child’s educational success.

MAISD Procedure:

The MAISD shall be responsible for the following:

- Champion parents as active decisions makers in GSRP by ensuring applicable training as needed. Parents shall be afforded the opportunity to be involved in related countywide committees and groups promoting early childhood development, such as the Montcalm County Great Start Collaborative, the MCGSC Parent Coalition and the GSRP School Readiness Advisory Council (SAC).
- File audit, annual for documentation of two home visits and two parent teacher conferences, parent preschool connections and classroom child-development activities with parent support components.

Sub-recipients shall be responsible for the following:

- Participate and recruit at least one parent per classroom to participate on the MAISD wide SAC with a focus on local considerations, including recruitment/enrollment, CLASS results, and child outcome data in aggregate form.
- Participate in at least three data team committee meetings annually and submit supporting documentation to the MAISD ECS.
- Ensure all parents are invited and there is attendance by at least one parent for every 18 children enrolled in the program with a minimum of two parents’ representatives on the SAC.
- Ensure that GSRP classroom teachers and administration are represented on the SAC.
- Either share MCGSC activities with the parents in person, virtually, or via email, specifically parent coalition activities.
- Sub recipients will conduct two home visits with each enrolled child and two parent teacher conferences.
- Implement parent portal in My Teaching Strategies tool
- Follow GSRP annual calendar
- GSRP handbook will be provided to all GSRP parents. This is the only approved handbook to be distributed to GSRP classrooms and GSRP blend.

Databased Decision Making

MAISD Policy:

MAISD will ensure that the ECSs are contracted for a sufficient number of hours to perform the above duties. One ECS can have a maximum of up to 15 teaching teams. The written philosophy statement along with program and individual child data will drive recommendations for PD through the GSRP School Readiness Advisory Council, classroom resources and continuous quality improvement. MTS use will also

be monitored in the classroom through classroom level data checks. Based on data, MAISD will ensure that adequate funding and staff time are allocated for improvement plan implementation. Data team meetings will be facilitated by ECS's three times a year.

Student Support (seclusion & restricted alternatives)

Transition between programs and/or entry and exit programs are critical to consider. Could the child's needs be met with placement into GSRP and special education services occurring in a play-based setting within the GSRP classroom? What does the data say about times of day and/or student needs? GSRP classrooms should be driven by student/child needs with data to support.

It is important to keep in mind all exclusion policies must be written to describe short-term injury or contagious illness that endangers the health and/or safety of children or others with a clear reentry plan. Regarding exclusion or restraint relevant to behavior or social emotional challenges, the Implementation Manual (law) is clear. Children must not be excluded or expelled from classroom programming or transportation services. Classroom supports that are committed to keeping students in the classroom must be data driven and be put into place to support child participation and safety.

Teaching teams and administrations may request child specific supports for students who are deemed a safety concern to themselves or other children. This process will include input from the teaching teams, Early Childhood Specialist, classroom administrations and the Early Childhood Contact.

- The local/internal child study process should be followed, including referral documentation with clear data sets to show
- Intervention success and fail rates
- Strength based plan with clear timeline for reentry
- Participants at a planning team to include family participation
- Preschool Referral for Education Concerns and Behavior Action Plan should be completed and shared with the Early Childhood Contact and the Early Childhood Specialist
- Signed paperwork submitted to Early Childhood Contact prior to any program exclusion for approval. Any questions please see classroom section of Implementation Manual (https://www.michigan.gov/mde/0,4615,7-140-63533_50451-217313--,00.html) or contact Early Childhood Contact, Cari O'Connor, coconnor@maisd.com

Parent/Family Involvement

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. Programs can demonstrate that they value parent involvement in a variety of ways - from collaborating with parents to establish child development goals to sharing anecdotes of children's learning.

Communication and strong relationships are the keys to successful parent involvement. The purpose of frequent and informal interactions is to strengthen the connections between home and school. Staff should use an interested and unhurried manner when talking with parents. Staff and parents should update one another about children's recent home experiences and preschool activities through:

- Conversations during drop-off and pick-up times.
- Notes (written, email, parent portal, MTS observation).
- Telephone conversations; and
- Electronic communications.
- Parent portal promotion

Ideas for parent involvement activities include:

- Sharing special interests with children, such as fishing, photography, or sewing.
- Providing recyclables and helping to make play materials.
- Logging books taken/returned from a lending library.
- Creating displays of child-initiated works.
- Attending parent meetings, workshops, and serving on the local and/or the Great Start Collaborative school readiness committee representing GSRP.
- Serving on the local or ISD team to analyze program quality and child outcome data.
- Meeting with teachers to set developmental goals and discuss children's progress.
- Supporting children's learning at home; and
- Reading or contributing to a parent newsletter.
- Parent portal
- Parent observation notes in MTS

Staff support parent involvement at group or parent meetings by:

Providing childcare.

- Arranging transportation.
- Scheduling events at times convenient for parents.
- Orienting parents to the depth and breadth of the role of parents at meetings.
- Making reminder phone calls.
- Distributing agendas or other materials ahead of time.
- Supporting parent-to-parent communication.
- Addressing needs of non-custodial parents.
- Addressing language, culture, and work barriers; and
- Demonstrating that parents' contributions are valued by following up appropriately.

Staff members support parent involvement in the classroom when:

- A plan that outlines the roles of classroom volunteers is included in the GSRP Parent Handbook. The plan identifies the leader (e.g., teacher, parent liaison, Early Childhood Specialist (ECS)) who will provide ongoing support to volunteers and reinforce how they help advance children's learning.
- A parent's presence (mother, father, or guardian) is invited and welcomed by staff.
- Worthy classroom experiences are offered to parents, for example, assisting in the implementation of the daily routine with children versus assigning parents' minor roles such as wiping tables or cutting out shapes. For example, volunteers might support children at a learning area during choice time or by reading aloud to children.
- Volunteer opportunities are announced to parents ahead of time.
- Responsibilities are offered that match volunteer's interests, skills, schedules and facilitate children's development; and
- Parents are invited to participate in special events such as field trips or program evaluation efforts.

MAISD GSRP Volunteer Policy

Plan of Supervision:

While children are in care, a minimum of one staff person will be presented to supervise volunteers at all times. ***At no time will a volunteer be left alone unsupervised with the children.*** Volunteers are not to escort children to the restroom. Direct any questions about policy to the Early Childhood Contact at (616) 225-6278.

It is imperative that classroom staff are aware of who is present in GSRP classrooms at any given time. All visitors and volunteers must sign in on the *Classroom Sign in and Sign out Form* upon arrival at any GSRP classroom. Visitors and volunteers must all sign out on this form prior to leaving the classroom.

Volunteers and Ratio

Ratio is determined by considering caregiver to child numbers. A caregiver is a person 18 year of age or older who provides direct care, education, supervision, and guidance of children. If the parent volunteer meets the above-mentioned criteria, he or she may be counted in the ratio; however, he or she will not be left alone unsupervised with children unless all screening requirements PLUS LARA fingerprinting requirements have been met.

Volunteer or Participate Certification Statement

Each individual that wished to volunteer in a GSRP classroom or a GSRP sponsored activity shall provide documentation that he or she has not been convicted of any of the following before being authorized to volunteer in any GSRP classrooms or for any GSRP sponsored activity.

- a listed offense, as defined in section 2 of the Sex Offenders Registration Act, 1994 PA 295, MCL 28.722 as amended.
- child abuse or child neglect; or
- a felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of offering to volunteer at the center.

Any individual who has been convicted of any of the above-mentioned crimes shall not volunteer in any GSRP classroom or GSRP sponsored activity. Truthful disclosures on the *Volunteer or Participation Certification Statement* are sufficient documentation for the purpose of this policy (use LARA form to assist with obtaining official documentation to have on file).

An individual who is not a parent or legal guardian of a child enrolled in GSRP who has been convicted of any crime identified this section shall not be allowed to enter any property that is owned or used by GSRP for GSRP purposes. Local law enforcement will be contacted by GSRP staff member if he or she witnesses an individual who they know to have committed one of the crimes identified above, Convicted sex offenders should be aware of the Michigan Sex Offender Registry Act of 1994, as amended (“SORA”). In particular, the section of SORA pertaining to the entry of convicted sex offenders around and on school premises for those GSRP located on property owned by a school district.

Child Abuse/Neglect Statement

In accordance with e Child Day Care Licensing R 400.8125 (12), all volunteers are required to sign the *Volunteer Child Abuse/Neglect Statement* to have LARA clearance complete prior to volunteering. By signing this statement, volunteers certify that they are aware that child abuse and neglect of children is against the law, that they have been informed of the Agency’s policies on child abuse and neglect to Children’s Protective Services.

Reporting Suspected Child Abuse or Neglect

Child abuse is defined as harm or threatened harm to a child’s health or welfare that occurs through non-accidental physical or mental injury, and includes sexual abuse, sexual exploitation, or maltreatment. Child neglect involves negligent failure to provide adequate food, clothing, shelter, or medical care, and placing a child at unreasonable risk to health or welfare to eliminate that risk when able to do so and the risk is known.

All instance of suspected child abuse or neglect must be reported to the Department of Health and Human Services (DHHS) by the person who feels abuse or neglect has taken place. An oral report must be made within twenty-four hours with a written report to DHHS within seventy-two hours. All reports of suspected abuse or neglect are to be treated as confidential by DHHS. The employee making a referral may be contacted by DHHS Protective Services for additional information. DHHS Protective Service does not normally notify the reporting person of the outcomes of its investigation. Staff should notify supervisor (program director or administration) of suspected abuse or neglect. Staff with programs in local district

buildings should also make the building principal aware of these issues. (See appendix P for report of suspected child abuse and neglect.)

TB Test

All volunteers (including parents, legal guardians, and foster parents) who have contact with children for four or more hours per week for more than two consecutive weeks must provide a copy of a current TB test verified within one year prior to volunteering. This is a requirement of Licensing Regulations R 400.8128.

Staff Screening policies; including Licensing and Regulatory Affairs (LARA) Clearance

Non-parent/legal guardians must obtain a Licensing and Regulatory Affairs (LARA) Clearance prior to volunteering in any unsupervised capacity with children. All GSRP staff who are providing supervisor for children must meet all of the Licensing and Regulatory Affairs clearance criteria, along with the above TB test, and child/adult ratio. In addition to passing all clearance and screenings requirement by the State of Michigan LARA division all LARA training and GSRP training requirements must be documented in the classroom binders.

Michigan Childcare Background Check (MCCBC) with FBI Fingerprints

Childcare Licensing Regulations require all volunteers, including parents that have, or could have, unsupervised contact with children to complete a MCCBC, including FBI fingerprints. The volunteer must be cleared and receive a letter of eligibility prior to having unsupervised contact with children. **It is the policy of all MAISD GSRP that volunteers are never left alone unsupervised with children.**

Staff Training Plan for all GSRP teaching teams will be provided annually via GSRP contracts by the MAISD Early Childhood Contact in accordance with GSRP Implementation Manual and CLASS requirements. Calendars will be provided at the beginning of the year to sub recipients via contracts and program administrators and GSRP teaching teams prior to GSRP classroom implementation for the school year.

Reporting

MAISD Policy:

MAISD will utilize MEGS+, the Michigan Student Data System (MSDS), and the Online CLASS for submitting data. MAISD will assure that sub recipients submit data to early childhood system data collection efforts such as Child Care Licensing and Great Start to Quality. MAISD will require sub recipient participation at a minimum of a three-star rating in the Great Start to Quality system in order to receive funding. GSRP annual report will be completed by ECC.

MAISD will utilize Dropbox as a tool to verify attendance. Three times per year, sub recipients are required, to document attendance.

Food Service

MAISD Policy:

MAISD will monitor compliance of food service through reviewing the sub recipient budget and expenditures, monitoring meal/snack calendars, and observation of meal/snack time. Programs out of compliance will receive training by the ECS. If compliance issues continue a written compliance, report will be issued by the ECC.

Developmental Screening, Ongoing Child Assessment and Curriculum

MAISD Policy:

MAISD requires sub recipients to use the Ages and Stages Screening tool as it is one of the approved developmental screening tools. Ongoing child assessments must be performed using My Teaching Strategies. Creative Curriculum is the approved curriculum as stated in the sub recipient contract. MAISD monitors this through annual child record reviews, monitoring lesson plans and classroom observation. MAISD monitors Program site binders for staff training dates or attendance certificates of trained staff. The ECS works with the teaching teams to ensure that classroom activities are appropriate. ECC and ECS will review My Teaching Strategies data three times per school year.

Curriculum Planning and Assessment

- In high quality team teaching, an observer would have difficulty discerning the Lead Teacher from the Associate Teacher. All adults conduct and participate in children's activities; there is not a pattern of one adult leading and another adult playing minor, nonteaching role such as sweeping floors or wiping tables.
- Similarly, in a quality classroom, curriculum and authentic assessment are seamlessly interwoven, so that children's classroom activities are not interrupted for direct assessment.
- The ECS examines teacher resources for curriculum planning and assessment at the teacher's planning area/desk as well as on shelving and in file cabinets. Curriculum will be visible in the room arrangement, words for the areas of the room, portions of the daily routine, lesson plan/daily activities, Parent Handbook, etc. Note that 'using' the comprehensive curriculum and authentic child observation tool are key; having resources 'available' is insufficient to document high-quality practice.

MAISD GSRP Supplemental Assessment Guide

If review of ongoing child assessment data reveals that many children are presenting differently than expected in any developmental domain, a first course of action is always to ensure staff have focused professional development in the domain in question. The professional development should have strong connections to the ongoing child assessment tool and the comprehensive curriculum. The early childhood specialist should support staff as skills are strengthened, practiced, and subsequent data are collected on child development. If, after focused staff support, data show children are still not making expected developmental gains, some programs may choose to supplement their comprehensive child assessment tool with companion assessments to generate further information in a specific domain. Any additional assessment selected needs to meet the essential components of appropriate assessment as indicated below.

GSRP requires adherence to the following guidelines in their assessment tool implementation with My Teaching Strategies:

MAISD ECC and ECSs will support sub recipients in using methods that are developmentally appropriate. A high-quality program will implement the following:

- Uses sound developmental and learning theory to plan and conduct child assessment and looks beyond cognitive skills to assess the whole child.
- Uses a research-validated, reliable assessment tool and process that is ongoing, cumulative, and in the language a child understands.
- Uses children's involvement in ordinary classroom activities, not artificially contrived activities, to gauge children's growth.
- Documents children's growth, development, and learning over time with observation and anecdotal reports, parent, provider, and child interviews; products and samples of children's work; standardized checklists; and children's self-appraisals.
- Involves all members of the staff who have regular contact with the children.

- Arranges assessment so it does not bring added stress for children or teachers. • Uses assessment results as a guide for curriculum and teaching decisions and the need for intervention for individuals and classrooms.
- Uses results to determine the need for specialized screening and/or intervention.
- Develop a partnership with parents, to support them as their child’s first and best teacher.

My Teaching Strategies

My Teaching Strategies is an online assessment system that is based on 36 objectives for development and learning are predictors of school success, based on school readiness standards. Creative Curriculum is the curriculum that directly aligns with the My Teaching Strategies assessment system. The curriculum is designed to help teachers create a high-quality learning environment and build a thorough understanding of best practices. Daily Resources help teachers plan and manage every moment of their day. Through studies, which are hands-on, project-based investigations, the curriculum helps teachers build children’s confidence, creativity, and critical thinking skills, and promote positive outcomes. My Teaching Strategies is considered an authentic, ongoing, observation-based assessment system that helps teachers and administrators to plan for instruction on a regular basis. Teachers intentionally plan experiences to gain assessment information associated with the objectives for development and learning. Considering literacy, My Teaching Strategies concentrates on learning objectives for each child in the classroom.

Per Sub Recipient Agreements: All Teachers and Teacher Assistants must use (enter information into) My Teaching Strategies online data, provided by MAISD to all GSRP teaching teams as the universal assessment tool for students. A minimum of three checkpoints per year must be completed in a program year. Check point date deadlines must be met. All teaching team members must complete anecdotal notes in the system for every objective (minimum of 5 per objective per staff).

Developmental Screening tool needs to be completed by the first home visit, in a parents as partner’s manner. Initial home visit occurs prior to the child's classroom participation. GSRP grantees are required to use a research-validated curriculum that aligns with the ECSQ-PK. Teaching teams need professional development to implement an appropriate curriculum. (MAISD Policy :) MAISD requires sub recipients to use the Ages and Stages Screening tool as it is one of the approved developmental screening tools. Ongoing child assessments must be performed using My Teaching Strategies. Creative Curriculum is the approved curriculum as stated in the sub recipient contract. MAISD monitors this through annual child record reviews, monitoring lesson plans and classroom observation. MAISD monitors Program site binders for staff training dates or attendance certificates of trained staff to ensure training and certification. The ECS works with the teaching teams to ensure that classroom activities are appropriate. ECC and ECS will review My Teaching Strategies data three times per school year.

MAISD GSRP Supplemental Tool Guide

Supplementing a Comprehensive Curriculum or Comprehensive Assessment Tools

Some classrooms, programs, or sites have traditionally used a supplemental curriculum supplemental or assessment tool or may be pressured by the LEA or agency to adopt a supplemental curriculum. The MAISD, as the GSRP grant recipient has final responsibility for ensuring the use of an approved comprehensive curriculum or assessments in each classroom and for guaranteeing, that any supplemental curriculum and supplemental assessment are utilized is also appropriate. Any program using or planning to use a supplemental curriculum or supplemental assessments should make a request to the MAISD. To be considered for approval, the request should include:

- Child assessment or program quality data indicating a need for a supplemental curriculum or assessments,

- How the requested supplemental curriculum aligns with the GSRP philosophy on active learning and play and with the program’s philosophy, and
- An explanation, if the supplemental being requested is not related to the comprehensive curriculum or assessments already used.

Curriculum models should be central to any discussion of early childhood programs. Curriculum models are essential in determining program content, training, and supervising staff to implement high-quality programs. Teaching teams need professional development to implement an appropriate curriculum. One of the most controversial topics in early childhood revolves around the issue of a child-centered approach or a content-centered approach.

A child-centered classroom is organized around the principle that children learn best by following their own personal interests and goals. The teacher’s role in a child-centered classroom is to provide a rich environment and to facilitate children’s natural development by encouraging decision making, focusing on their strengths, forming close relationships, and supporting their play ideas.

A content-centered classroom is organized around the principle that there are skills and dispositions that children need to be taught if they are to be prepared for later schooling and life. The teacher’s role in a content-centered classroom is to provide a sequence of experiences that will achieve those instruction goals for children. The use of a content-centered approach is very challenging, as staff need to create a balance between adult-initiated and child-initiated activities. A high-quality preschool program develops children’s interests and abilities through active learning experiences. The GSRP reflects the value of play in the written philosophy statement, the comprehensive curriculum, and teacher-parent communication.

- Is the curriculum “research-based and research-validated”? Are elements of the curriculum clearly based on research about the development of young children? Has research demonstrated the effectiveness of the curriculum model in improving outcomes or results for children?
- Are both scope and sequence included in the design? Are the relevant domains of development included? Is there evidence that the curriculum is tied to children’s developmental progress?
- Is there a balance of teacher-planned and child-initiated activities? Does the daily routine support a balance between adult-initiated and child-initiated activities? Does the curriculum encourage teachers to plan topics of investigation based on the interests of the children?
- For GSRP, the recommended research-validated curricula and child assessments align with the ECSQ-PK. In kindergarten, there should be alignment among the Michigan State curriculum standards for kindergarten, the kindergarten curriculum, and kindergarten assessments.

Supplemental Curriculum Approved for 2022-2023:

Heggerty Phonemic Awareness

Heggerty Phonemic Awareness is not a research-validated curriculum, although there is much research to support the need for phonemic awareness instruction and practice in preschool. The daily lessons in the preschool version contain ten skills: Letter Naming, Rhyming, Onset Fluency, Blending, Identifying Final and/or Medial Sounds, Segmenting, Adding Phonemes, Deleting Phonemes, Substituting Phonemes, and Language Awareness.

Each curriculum is intended to be completed with a whole class group. These lessons should only take between 12 and 15 minutes a day. Pacing is very important, and it should be quickly paced and free of interruptions. The publisher advertises that, “This should be a fun-filled time. If done correctly, students can learn to love our challenging English language and have greater success when navigating the unpredictable, complex alphabetic structure of language and print!

Heggerty Phonemic Awareness is a Phonemic awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child who is phonemically aware is able to isolate sounds, manipulate the sounds, blend and segment the sounds into spoken and written words. The activities/words/rhymes, etc. that Heggerty Phonemic Awareness provides can easily be included and designed into activities that are engaging, child-directed, and developmentally appropriate in a GSRP classroom. Activities can use props, books, movement, and most importantly oral language instruction in order to best meet the needs of preschoolers. In summary, Heggerty provides words and examples of segmenting, phonemes, and language awareness that GSRP teachers can use as a part of Creative Curriculum in a child-interest learning format. Teachers can plan activities based on their specific children's needs and interests using the words and examples provided in this tool. Children can contribute their own ideas, move in their own ways, take turns leading, and try out one another's ideas depending on the activity the teacher designs or chooses.

ZooPhonics

Zoophonics is a curriculum that uses an animal alphabet to help children remember the shapes and sounds of the letters. They encourage the idea that letter sounds should be taught before letter names, lowercase letters are taught before capital letters, and the alphabet is taught sequentially, and as a whole entity, "a – z."

The materials included in the full curriculum kit for school phonics include many different animal and letter cards, games, puppets, magnets, a CD, and activity worksheets. Using this curriculum is frequently debated because it uses many different activities that are not allowed and others that are strongly discouraged in GSRP classrooms. **Worksheets are not allowed in GSRP classrooms.** In addition, activities such as cards and teacher-directed bingo games have an easy tendency to become very "skill and drill" activities that have little long-term learning advantages for young children. Music played on CD's or videos has also shown to move too fast for children to easily comprehend and participate at their different developmental levels. This can include singing, listening, or moving to different actions. Children can be limited when in the ability to contribute their own ideas, move in their own ways, take turns leading, and try out one another's ideas. Many of the lessons included in Adventures in Learning Book, do not take the individual levels and needs of young learners into mind from day to day. Some also require longer teacher directed instruction with little child interaction and engagement. Experts ask whether these activities are more rote memorization versus children gaining meaningful and conceptual knowledge. The materials can leave minimal options for children to contribute their own ideas assuring that children can use the same set of materials in their own ways. Does the child know what the information recited means? Are they able to take the next step and use the song or card as a tool to explore and learn further reading and writing skills? How does Zoo Phonics encourage the principles of Creative Curriculum such as investigation and learning from the environment? The key to using any of the ideas from Zoophonics in a GSRP classroom is the teacher as a facilitator. Teachers must use any materials that this curriculum provides in a developmentally appropriate format. Are all children able to participate successfully? Are all children interacting in a meaningful way beyond "flashcard" type of activities? Does the specific lesson or activity meet the Objectives for Development and Learning in Creative Curriculum? Are the activities teacher-selected, teacher-guided, or teacher-directed? Do they take the children's interest, what they are wondering about, into consideration?

Handwriting without Tears

Handwriting without Tears is a Pre-K-5 curriculum that promotes they do not use formal handwriting instruction. "Preschoolers are not ready for either format paper-pencil lessons or kindergarten style worksheets. Preschoolers need an informal readiness program that suits their developmental needs and abilities."

Materials include a sing-along CD, wood pieces set, mats, slates, roll-a-dough letters, stamp-and-see screen (magna-doodle type writing), crayons, and paper strips for name chalk. There are also coloring and activity pages. As stated in the previous section, worksheets or workbooks are not allowed in GSRP classrooms.

Music played on CD's can also move too fast for children to easily comprehend and participate at their different developmental levels. Under Creative Curriculum, learning is promoted through hands-on, project-based investigations. Teaching is intentional, and the environment is set up to promote interest, comfort, and hands-on learning. Using materials that promote writing throughout the classroom is encouraged, and an understanding of how children develop writing skills is important. Handwriting without Tears gives teachers a foundational knowledge about the importance and sequence of fine-motor skills. Other ideas that can be beneficial include finger plays, hands-on materials that allow for open exploration, and language that teachers can use when helping children to learn to write. There are many multisensory lessons that given enough materials for each child to explore, could be valuable small group lessons based on interest and ability. At this point, the only acceptable piece of practice with Handwriting without Tears in a GSRP classroom is the wooden block use (used with other materials within the confines of Creative Curriculum activities).

Like the previous examples, there is some risk for teacher-directed, "letter of the week" type of teaching with this curriculum. In addition, few preschools actually have the Preschool edition of the Handwriting without Tears Curriculum. Many are using the kindergarten programming that is not developmentally appropriate for 4 year old's. Materials must also be plentiful for children to explore on their own, with opportunity to contribute their own ideas assuring that children can use the same set of materials in their own ways. Are the activities based on children's interest? Are the activities based on children's developmental needs?

Assessment tools should be central to determining curriculum and child growth in relationship to Tier One instruction. Assessment tools are essential in determining the student growth occurring based on curriculum implementation. Child centered approach is a priority in any implementation of supplemental curriculum or assessment tools.

Supplementation Assessment Tools Approved for 2022-2023:

PELI

The PELI assessment is designed for preschool children (ages 3 to 5) and assesses alphabet knowledge, vocabulary and oral language, phonological awareness, and comprehension. The assessment is given in a storybook format that will be familiar to most preschoolers.

The PELI assessment is designed to identify children who may be experiencing difficulties acquiring early literacy skills and to inform instructional support for those children in order to improve future reading outcomes. Benchmark assessment books are administered to all children in a program three times per year (beginning of year, middle of year, and end of year). Interim books are available to assess children between benchmark assessment periods as needed.

The subtests in PELI are Alphabet Knowledge, Vocabulary-Oral Language, Comprehension, and Phonological Awareness. The PELI is untimed and takes about 15 minutes to administer.

There are two different PELI book sets. One book set is available for children 3 to 4 years old, and a different set of books is available for children 4 to 5 years old. Additional progress monitoring materials called Quick Checks are also available. In GSRP, the PELI book set that is to be implemented is the children 4 to 5 years old. The MAISD will provide one set of the PELI Assessment Tool to each sub recipient.

Description of the Subtests and Composite Scores

Alphabet Knowledge

During the Alphabet Knowledge task, children are asked to identify as many letters as possible on a page that includes a random array of all 26 letters of the alphabet.

Vocabulary and Oral Language

The Vocabulary and Oral Language subtest has two expressive language tasks, Picture Naming and Tell About. For the Picture Naming task, the child is shown a picture of a scene related to the theme of the book. The child is asked to name ten pictures that range from easy (i.e., known by many preschool children) to difficult (i.e., known by some preschool children). During Tell About, a child is asked to tell everything he/she can about five of the pictures.

Comprehension

Comprehension on the PELI Comprehension Questions, the assessor reads a short story and pauses during and after the reading to ask simple literal, prediction and inference questions. Following the story, the child participates in a Shared Retell task during which the assessor retells the story, Phonological Awareness. Phonological Awareness is assessed through a game during which the child is shown a picture of a scene related to the theme of the book. The child is shown a series of 10 pictures of objects word for each picture. This page of the book is a pocket page depicting a scene related to the theme of the story. After the child responds, he/she gets to put the picture in the pocket.

Composite Scores

PELI has two composite scores. The PELI Language Index (PLI) is a combined score that includes the Vocabulary-Oral Language and Comprehension subtests. The PELI Composite Score (PCS) is a combination of all the PELI subtest scores and provides the best estimate of overall early literacy performance.

PELI Observations in connection to My Teaching Strategies:

- 8. Listens to and understands increasingly complex language
 - 8a. Comprehends language
 - 8. Responds appropriately to complex statements, questions, vocabulary, and stories
 - 8b. Follows directions
 - 5. Emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences
- 9a. Uses an expanding expressive vocabulary
 - 6. Describes and tells the use of many familiar items
- 9b. Speaks clearly
 - 6. Is understood by most people, may mispronounce new, long, or unusual words
- 10a. Engages in conversations
 - 4. Initiates and attends to brief conversations
- 10b. Uses social rules of language
 - 6. Uses acceptable language and social rules while communicating with others; may need reminders
 - 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
- 11. Demonstrates positive approaches to learning
 - 11a. Attends and engages
- 6. Sustains work on age-appropriate, interesting tasks, can ignore most distractions and interruptions.
- 12. Remembers and connects experiences
 - 12b. Makes connections
 - 6. Draws on everyday experiences and applies this knowledge to a similar situation
- 15. Demonstrates phonological awareness
 - 15b. Notices and discriminates alliteration
- 16. Demonstrates knowledge of the alphabet
 - 16b. Uses letter-sound knowledge
 - 4. Produces the correct sounds for 10-20 letters
- 17a. Uses and appreciates books

- 4. Orients book correctly, turns pages from the front of the book to the back, recognizes familiar books by their covers
- 17b. Uses print concepts
 - 2. Shows understanding that text is meaningful and can be read
- 18. Comprehends and responds to books and other texts
- 18a. Interacts during read-aloud and book conversations
- 18c. Retells stories
 - 2. Retells some events from a familiar story with close adult prompting

Essential Components of Literacy Assessments- MAISD Rubric

Definition of Terms –

Screening: Use of a brief procedure or instrument designed to identify those who need further assessment or support.

Progress Monitoring: Determines through frequent measurement if students are making adequate progress or need more intervention.

Diagnostic Assessment: Helps to plan instruction with in-depth information about student skills.

Outcome Assessment: Comprehensive evaluation of program effectiveness/skill acquisition in relation to benchmarks/goals.

<p><i>Highlighted Tool:</i> <i>PELI (Pre-School Early Literacy Inventory)</i></p>	<p><i><u>Does Tool Measure Relevant Skills?</u></i> <i>(NELP Findings)</i> <i>Strong Indicators of Early Literacy Skills</i> -Alphabet Knowledge -Phonological Awareness -Phonological Memory -Oral Language (Definitional Vocabulary; Listening Comprehension; Grammar) <i>Moderate Indicators of Early Literacy Skills</i> -Visual Processing -Oral Language (Expressive/Receptive Vocab.)</p>
<p><i><u>Is Tool User Friendly?</u></i> -Time to administer – 15 minutes -Ease of administration – easy, side by side, book reading -Cost – \$100 materials, free per pupil for online recording</p>	<p><i><u>Are Technical Characteristics Adequate?</u></i> -Reliable, valid, accurate - yes -Sensitive to individual skill growth/adequate progress - yes -Designed for multiple administrations each year – yes - research report available online</p>
<p><i><u>Is Understanding and Use of Data Evident?</u></i> -Ease of obtaining and interpreting results – online access -Connected to My Teaching Strategies? - yes -Cut-off scores available - yes -Planning for instruction is evident from results - yes -Data may be entered on-line/report options - yes</p>	<p><i><u>Is Tool Culturally Sensitive?</u></i> -Language formats – English only, working on Spanish -Content - -Normative scores with diverse populations - no</p>

<p><u>Is Tool Compatible with Adopted Curriculum?</u> -Skills measured are congruent/correlated – yes it enhances specificity of literacy development in CORE and GOLD</p>	<p><u>Are Parents Included As Partners?</u> -Parent friendly information exchange and support –results pages -Parent input is sought and incorporated – not during the assessment; however tools to support parent as child’s first and best teacher (parent friendly language)</p>
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Parent Engagement

MAISD Policy:

MAISD will monitor Program Site binders and child files for parent engagement activities, which may include home visits, parent/teacher conferences, family activities events, log documenting volunteering in the classroom/field trips and School Readiness Advisory GSRP Council opportunities. Sub recipients will identify a minimum of one parent per GSRP classroom to participate in the Great Start Parent Coalition and/or the School Readiness Advisory GSRP Council. Classrooms who do not meet the one parent representation per SAC meeting will have to document that parents in the classroom were provided with a synopsis of classroom data and student growth at “open office house” for families to engage as they would like these “office hours” must be held at a convenient time/place for families to participate virtual or in person options are available.

MAISD will provide Sub recipients’ GSRP Parent Handbooks and ensure that the Parent Engagement section includes information that will outline roles of classroom volunteers and welcome participation in the classroom. The following statement must also be included: ***“Depending on income level, parents may be required to pay tuition, but parents are never charged additional fees for program elements such as transportation or meal service. Additionally, parents will never be paid a stipend for providing food or volunteering in the classroom/field trip.”***

Child Files

MAISD Policy:

Child files are monitored by the ECC as part of program evaluation. MAISD ECC will monitor a minimum of 10% or (5 child files) annually. The ECC will establish monitoring dates with each sub recipient. The ECC will utilize the GSRP Children’s Record Review Form provided in the Implementation Manual. Written record of monitoring will be provided and maintained at MAISD. Any compliance issues will be provided in writing with a request for the change and documentation that the change occurred. This will be placed in the sub recipient’s file. Withholding funds will occur for non-compliance issues.

Compliance Plans

MAISD Policy:

Sub recipients found out of compliance in any aspect of the grant will receive a verbal warning from the ECC. The ECC will document the verbal warning in the sub recipient’s file. If compliance issues continue, a written compliance waiver will be issued. Then a compliance citation will be issued and identify the issue and include the language from the GSRP Implementation manual and/or LARA rules and regulations relative to the issue of non-compliance. The compliance citation will include an action plan form to be completed by the sub recipient. The action plan includes the expected time frame for when the issue of non-compliance will be corrected. ECC will monitor the compliance issue. MAISD may withhold funds of sub recipient demonstrating non-compliance issues until the sub recipient meets compliance. Issues of non-compliance may negatively affect a sub recipient’s eligibility to be contracted to implement the GSRP program the following year.

Community Needs Assessment and Application

MAISD Policy:

A comprehensive, annual community needs assessment shall be conducted in order to gauge community needs in terms of GSRP enrollment opportunities and the needs of enrolled families with in MAISD.

MAISD Procedure:

1. Annually, the ECC shall collect from all current GSRP providers the most up-to-date data on issues including but not necessarily limited to poverty, child population, existing pre-k slots, participation in free and reduced meal plans, etc. Status of Young Child report may be considered as a substitute.
2. Using aforementioned community data, the MAISD shall work collaboratively with existing and interested GSRP providers in developing the MAISD's annual slot request, determining the best array of program options, and locating the most accessible sites.
3. The annual plan shall be presented to the Montcalm County Great Start Collaborative for discussion, possible amendment, and endorsement.
4. The MAISD is responsible for timely submission of the GSRP Implementation Plan to the Michigan Department of Education per the prescribed timeline.

Slot Distribution

During the fiscal year when the State of Michigan invokes the hold harmless policy for ISD level allocations; the MAISD will provide the same hold harmless allocation policy if the sub recipient is in agreement and compliant. Any additional allocating of slots returned or not utilized from the original MAISD level allocation will go through the following process: MAISD with the involvement of the MCGSC, the ECC will create a recommended slot distribution plan. Allocated slots are distributed to the existing GSRP providers in good standing with in the ISD service area, based on capacity. The following slot distribution plan has been developed to ensure all eligible at-risk four-year-old children in Montcalm County have access to high quality preschool.

1. Utilize required needs assessment supporting data to identify the number of eligible children in local districts (need & capacity) (Kindergarten Report, Status of Young Child Report, Dolly Parton Imagination Library Report, Preschool Report).
2. Slot Allocation Plan review and approval at the MCGSC board.
3. Facilitate discussions with community-based partners, local districts and MCGSC members to review the needs assessment and discuss current and potential GSRP program capacity. This process also includes identifying all preschool options (tuition and tuition free) available, where they are located and the number of children they serve. This data based decision making process will determine where gaps exist and discussions will include sharing of information regarding details of operating GSRP, including licensing and specific program requirements. All community partners that met the official, legislated requirements (list provided by Western Region resource Center) will be contacted. Western Region Resource Center is taking the lead on working with existing providers to improve quality and expand potential partners through a variety of measures including local training opportunities.
4. Publicly announce GSRP allocation for the county once MDE has released the allocations for 2022-2023. Communication strategies include email to MCGSC members, all local school administrators and licensed providers, and newsprint media. MAISD staff created and shared with all partners a GSRP program handbook that lists requirements including but not limited to licensing, age eligibility, income eligibility, selection criteria, hours of operation, length of program, class capacity, adult-child ratio, services, curriculum, parent involvement, staffing qualifications, professional development, program consultant, and reporting. Also included is the website address to find complete GSRP Implementation Manual, licensing requirements and other program information.

5. Community based partners and local school districts who are interested in operating a GSRP program (sub-recipient) will submit a letter of intent to the MAISD after the Request for Proposal is posted (for 30 days) on the MAISD and MCGSC website. ECC will follow up with RFP and letter of intent responses to obtain pertinent information from potential partners. Completed applicants will outline how they would operate a program, provide transportation, maintain high quality, and meet GSRP program requirements. This sub-recipient questionnaire will be considered the GSRP application. The MCGSC Director is the contact person for potential sub-recipients and other parents who have questions regarding preschool expansion within the MAISD.
6. Existing providers in good standing (met all contract and GSRP implementation manual requirements) with the MAISD need only to submit a letter of intent for the proposed school year and participate in the CNA information process. First order of allocation will occur with Community Partners to meet the 30% requirement. Second order of allocation will be to existing providers using the identified point system. In the event that the 30% requirement is unable to be met, the remainder of the slots will be added to the pool (using the identified point system) to determine slot allocation for the remainder of slots to the existing providers this includes LEA's). The total MAISD allocation plan will be awarded to all community partnerships (LEA's and non-LEA) upon MCGSC review.
7. There is a need to build partnerships with other providers to be able to fill GSRP slots to attempt to meet the 30% requirement. WRRC is taking the lead in this area. **If 30% allocation cannot be met non-LEA will be awarded their slot allocation "ask". Point/Priority system using capacity, poverty level, and need will still apply to LEA providers slot allocation process.
8. Applications are reviewed by the ECC and scored. RFP scoring information is reviewed and approval by the MAISD Superintendent, Business Office Assistant Superintendent, then the MCGSC Board.
9. In the event that there is a dispute in the scoring or allocation award process the MCGSC Executive Committee will review and make award recommendations to the MCGSC for final approval. An applicant must include in its application a description about how they will meet each GSRP implementation manual requirement, must be at least a 3 star, also must be willing to participate in the GSRP School Readiness Advisory Council quarterly meetings. In addition, the CNA is used to identify where gaps in free preschool programs exist. These priorities will continue to be addressed in the slot allocation scoring process.
10. Award Notifications are made via phone and /or email and followed up in writing. On-going communication occurs through the MCGSC meetings, written agreements with sub-recipients and face-to-face orientation meetings. The ECC will complete the contract necessities.
11. Priorities identified by the MCGSC will determine GSRP sub recipients slot allocation: Ability to operate a quality program (childcare licensing options, PQAr and Great Start to Quality rating scores); capacity to serve children (house programs/as reported in local CNRA data); local investment; opportunity to maximize number of children accessing GSRP; Joint Recruitment participation; and 250% poverty rates; will determine slot allocation. Great Start to Quality rating will be included in the review of each sub-recipient questionnaire/application. A minimum of a three-star rating is required to operate GSRP slots; however, the MAISD will require continuous quality improvement plans for all GSRP classrooms regardless of star rating. Community based organizations will receive the same opportunity and consideration as a local school district public entity.
12. Thus, if there are more slots requested by sub recipients than allocated for the MAISD area, slots will be distributed based on poverty rates: needs of children/families, Capacity: gaps of programs, and barriers to maintaining programs in each local district. Specific considerations will be given to the identified priorities and the favor will be given to meeting the overall goal: To ensure that every 4-year-old has a preschool opportunity.
13. All GSRP sub-recipients will participate in per a signed contract agreement with the MAISD outlining responsibilities for both parties; including but not limited to the GSRP implementation manual. Sub-recipients must be able to demonstrate capacity to operate a program that adheres to GSRP implantation manual related to the following: licensing, age eligibility, income eligibility, selection criteria, hours of

operation, length of program, class capacity, adult-child ratio, services, curriculum, parent involvement, staffing qualifications, professional development, program consultant, and reporting.

14. School day and Part Day GSRP options will be reviewed based on capacity of serving all eligible children in MAISD; support needed to maintain a GSRP option in every fiscally responsible way; as well as providing increased supports for the most identified at risk students. This is all subject to slot allocation awards.
15. Local Appeal Process for GSRP Community Partner conflicts (non- awarded or award slot allocations). Within 30 days of written notification from the MAISD applicant/sub recipient can make a written appeal to the MAISD superintendent. Face to face meeting to resolve stated conflict will occur. If conflict resolution cannot be determined, a presentation by the complainant will be done for final resolution to the MCGSC. MCGSC board will vote on conflict resolution and the decision will be binding for all parties.

For current sub recipients, program quality, fidelity to the implementation manual, and compliance issues will be considered for hold-harmless determinations.

Sub Recipient Selection

MAISD will collaborate with the Head Start and Western Regional Resource Center (WRRC) to identify potential community partners for the GSRP program. Quarterly reports will be provided to the ECC on potential programs. In June, the ECC will post RFP as an invitation to an information to potential programs. The notice will include the ECC contact information. The ECC will share program requirements, an application, and a rubric of what potential partners will be evaluated on and answer any questions from interested parties. The ECC will mail the information to any potential partner.

MAISD will communicate in writing within two weeks of the application deadline whether a potential partner qualifies. If a program was not selected, the letter will include information as to why they were not selected and opportunities and resources for improvement. The ECC's contact information will be included in the letter, so that the program can contact the ISD with any questions.

Community Partnerships

MAISD Policy:

The MAISD and its sub-recipients shall engage community members to become involved in the local early childhood system and the GSRP School Readiness Advisory Council, in order to communicate the opportunity for qualified licensed childcare providers to participate in GSRP. ECC will ensure communication in Early Childhood efforts, priorities, promotion of best practices, school goals and partnership development. Agenda, meeting minutes and attendance will be documented in Drop Box.

MAISD Procedure:

1. The Early Childhood Contact shall encourage participation from GSRP sub-recipients within the MCGSC.
2. Each GSRP sub-recipient classroom teaching teams and classroom parent representation will be represented at the GSRP School Readiness Advisory Council.
3. The MAISD and its sub-recipients will engage local school districts, childcare centers, families and other community-based early childhood providers to partner in the local GSRP system and the Western region resource Center.
4. The MAISD will retain agendas and/or minutes from GSRP School Readiness Advisory Council evidence of local community partnerships.

5. The MAISD ECC will support clear and consistent communication on the alignment between the early learning years of high-quality early care and education. This will be a priority in both internal and external platforms.

The ECC also the Montcalm County Great Start Collaborative Director will work with the Western Region Resource Center and Head Start to strengthen partnerships and grow the number of eligible GSRP sub recipients by connecting with potentially eligible partners. Through the MCGSC, partnerships are also formed to strengthen and grow Montcalm County's Early Childhood system.

Joint Recruitment

MAISD Policy:

Children will be enrolled into GSRP programs in accordance with the State of Michigan rules and regulations outlined in the GSRP Implementation Manual (<https://www.michigan.gov/mde/Services/early-learners-and-care/gsrp/resources/Implementation-Manual>) Recruitment and Enrollment section.

MAISD Procedure:

1. Admittance to GSRP programs must follow MDE prioritization process outlined in the Implementation Manual and be in accordance with oral practices, identified by the MCGSC.
2. Program must enroll children based on income-level prioritization (federal program level quantities).
3. Determine potential eligibility of the child for Head Start.
4. If the child is determined Head Start eligible, follow the Joint Recruitment process.
5. If a child is not Head Start eligible, follow the Joint Recruitment prioritization process (this enables public and private funded preschool opportunities provided by sub recipient).

MAISD implemented a joint recruitment and enrollment system in the spring of 2012. This on-line and phone application intake system is used by Head Start and GSRP and is for children ages 3-5 who reside in the Montcalm County service area. All sub recipients are required to use this system for promotion, recruitment, and enrollment into the Head Start, GSRP and other preschool programs operated by sub recipient programs located in Montcalm County. Head Start provides the leadership in this process. MAISD uses a Drop Box system to allow for transparency in information, monitor joint recruitment participation, and monitors Federal Poverty Level qualified enrollments. Each sub recipient's classroom list information is crosschecked with the Dropbox database. All children enrolled in the programs, should also be listed in the database, under class list. Sub recipients will utilize the marketing materials, website and phone number when recruiting families about possible enrollment into the GSRP programs. Sub recipients can distribute the flyer at family events, the LEA events, Physician offices, etc. Promotional materials are provided by MAISD may include posters, flyers, and information in newspapers. This information is available for all sub recipients on Dropbox. All sub recipients agree to utilize the Joint Recruitment application process for all four-year-old preschool programming operated within their school district.

The online application includes the following information:

- Documented age of child
- School District/county of residence
- Documented annual income
- Potential risk factors
- Health information
- Parent permission to share information among programs in order to determine proper placement

The application is shared with the Head Start program, joint recruitment specialist, who then determines Head Start eligibility. If the child is ineligible for Head Start, the application is forwarded to sub recipient participating in GSRP program located in the service area in which the child resides. Sub recipients of

eligibility and enrollment notify parents. MAISD will monitor recruitment and enrollment through the database, regularly checking on status (ineligible, eligible, waiting list, etc.) of intake applications.

Joint Recruitment Documentation Process

Dropbox will be used as the shared joint recruitment database. The collaborative use of this shared database will further the effort to ensure all 4-year-olds benefit from a preschool experience. Age eligible four-year old's are defined as 4 by 12-1-2022. Three-year-old's are not eligible to be served by GSRP.

Documentation of Forwarded Applications

1. Drop Box will be used to record all students sent on to Early Childhood Programs through the Joint recruitment effort. The documents included in Drop Box will not take the place of the reports sent with the individual applications throughout the month.
2. It will be the responsibility of the sub recipient to update the Dropbox file with applicants sent by Eight CAP, Inc. this update will be in by the first of each month. This update will include all applications sent to the sub recipient staff per programs by Eight CAP, Inc. in that particular month. Information will include child name, parent name, date of birth and date sent. Each tab: 4-year-old application, 3-year-old application, class list, attendance will be up dated monthly.
3. Applications will receive confirmation of receipt. EightCAP will process applications within a 15-day window to ensure families get access to resources in a timely manner. If application date has exceeded the 15-day processing timeline, families may contact the ECC directly for enrollment information and processing.

Documentation of Enrollment

1. Drop Box will be used to record all students enrolled in each preschool programing.
2. It will be the responsibility of the sub recipient staff to update this document as students enter, exit the individual programs and Federal Poverty Level qualifications. Information should include enrollment date, number of risk factors, status (session enrolled or reason child was not enrolled) and if a Student Release or Exemption Form is on file for every child sent. This information should be updated by the 10th of each month.
3. Head Start will use a Drop Box file to document Head Start enrollment and waitlists.
4. GSRP students will continue to be enrolled in open seats at the sub recipient level through April 1, 2023.
5. GSRP sub recipient agrees to use this system to ensure Joint Recruitment process is followed for all preschool programming.

Release of Head Start Eligible Students to Early Childhood Programs

1. Head Start eligible children will be released to collaborating sub recipient preschool when it has been verified that the local Head Start is at capacity. It will be the responsibility of the Joint Recruitment Administrator to verify that Head Start and GSRP's are full before releasing children to other sub recipient programs. Documentation of each release will be in the child's file.
2. It will be the responsibility of the Joint Recruitment Administrator to identify the children to be released. The children released will be those at the top of the Head Start waitlist, indicating the greatest need.
3. Joint Recruitment Administrator will complete the Student Release Form. This form will include any updated family information that Head Start has and will be forwarded with the child's application. Sub recipient programs should keep a copy of this form for any future auditing purposes.

4. Sub recipient will enter the names of these children on the Dropbox document as part of the monthly update.

Head Start Referral/Release to Attend Great Start Readiness Program or Other Preschool Programming Operated by Sub Recipient

- All Families must participate in the Joint Recruitment Process. Parents will be offered a preschool slot based on their eligibility with income eligibility being the priority. The placement hierarchy is as follows:
 - 1) Head Start
 - 2) GSRP
 - 3) Other preschool operated by sub recipient
- Exemption Form requests that will be considered without committee approval:
 - No Local Head Start Preschool Program exists in local district
 - Head Start Programs at capacity
 - GSRP at funding capacity
 - No GSRP in the local district
- The exemption form will be obtained by the Head Start recruitment representative and sent to the MCGSC Director
- Families eligible for Head Start who wish to enroll in Great Start Readiness Program (GSRP) due to unusual family circumstance, childcare or parent preference must fill out the Exemption Form Request (& Joint Recruitment Form) and participate in the JR exemption committee will be held on the first Friday in August.
- The *Exemption Form* **must be submitted** by Head Start enrollment staff (by fax, mail or electronically) to the MCGSC Director to facilitate the process for referral and release approval prior to the school year starting. *Please Note: Requests for release will rarely be granted if the local Head Start program is not fully enrolled. Full enrollment date established as Tuesday after Labor Day*
- Following the Exemption Committee, review the *Exemption Form* will be returned to the appropriate program staff for enrollment after the process has been completed. The MCGSC Director will hold documentation of all exemptions and provide a copy upon request to any entities for auditing purposes.

GSRP Family Choice

PA 196 provides for parent choice to enroll in a GSRP in a non-resident ISD. It states:

“An intermediate district or consortium of intermediate districts receiving a grant under this section shall allow parents of eligible children who are residents of the intermediate district or within the consortium to choose a program operated by or contracted with another intermediate district or consortium of intermediate districts and shall pay to the educating intermediate district.

Sub-recipients can prioritize applicants, enrolling qualifying children according to the *Eligibility and Prioritization Flow Chart* who reside in the sub recipient county first. Out of county applicants would then be wait listed until October 1, to ensure that the local community has enrolled their neediest children.

MAISD Policy:

The MAISD will work with families to accommodate family choice within the guidelines established.

Enrollment Prioritization:

All sub recipients must ensure that at least 90 percent of participating children live with families living at 250 percent FPL or below. Documentation exchange between the ISD’s will occur between the ECC and the resident ISD contact established.

They must also require that the children living with families whose income is in the lowest quintile be served first, then filling slots within the next lowest quintile.

Programs must enroll children based on income-level prioritization:

- a. Priority admittance begins with resident 4-year-old (by 12/1/20) children living in families between 0-50% FPL, then proceeds to children in families between 51-100% FPL, 101-150% FPL, 151-200% FPL and then 201-250% FPL.
- b. Programs may only enroll applicants within the 0-100% FPL if the local procedures regarding a Head Start waiver have been followed PRIOR to enrollment in GSRP. It is always preferable to utilize federal Head Start funds to serve the Head Start eligible population. If the Head Start program is fully enrolled, a waiver must still be signed and placed in a child's file.
- c. If the number of eligible applicants exceeds the number of slots, then the program must use risk factors within the affected income quintile to make enrollment decisions.
- d. If after enrolling all eligible resident 4-year-old children up to 250% FPL and slots are available, then up to 10% of the program's total number of allocated slots may be filled with resident children living in families 250%+ FPL, with 2 risk factors and then 250% + FPL with 1 risk factor.
- e. Admitted resident children with 250%+ FPL must be prioritized using a system of number of risk factors; largest number of risk factors served first. Resident children with 250%+ FPL may only be admitted after the neediest children have been served. Children with 250% FPL must be charged tuition based on the MAISD's adopted sliding fee scale. 4-year-old cross ISD requests must be processed after OI resident children are enrolled.
- f. Late fall birthdates for 3-4 years old (9/2/22 – 12/1/22 birthdates) that are residing within the MAISD that are under the 250% of poverty, IEP with inclusion, homeless, foster care, can be enrolled with permission from the ECC. Only after all eligible four-year-old's in the MAISD are serviced.
- g. Children that have late birthdates that are over income with risk factors 250%-300%; then 300% and above that reside within the MAISD.
- h. After resident children are processed, non-resident children will follow the same prioritization system a-e above. See MAISD GSRP timeline and prioritization for further break down.
- i. After 9/2/22 repeat above a-h priority applying to children with birth dates between 9/2/22 and 12/1/22

Accepting Children Outside of MAISD District:

1. The MAISD ECC will decide if a participating sub-recipient with in the MAISD may enroll or not enroll children from neighboring ISD in their GSRP programs based on funding availability and capacity. Dropbox will be utilized to determine program capacity. Decisions must be made and relayed to the participating sub recipient by the Early Childhood Contact within three business days of a signed agreement with the resident ISD. The MAISD ECC will complete agreements with the child's resident district.
2. Each sub-recipient who agrees to accept out of county students must follow the MAISD enrollment and prioritization policy. Families whose home residence is in a school district serviced by the MAISD are given highest priority for enrollment. Local Education Agencies (LEAs) and Community Based Organization (CBO) GSRP grantees can prioritize enrollment by accepting in district or in local ISD service area students first before accepting students from a partnering ISD. LEAs and CBOs will articulate their local policy for prioritizing families in the parent handbook. Families residing outside of the ISDs must complete a Joint Recruitment application, must not be Head Start eligible, and will be put on a waiting list. They will be notified of acceptance no later than October 1 to ensure that the local community has enrolled their neediest of children first. If the LEA or CBO grantee can demonstrate there are enough slots available to serve potential late enrolling local or consortium families AND out of ISD service area families, the LEA or CBO can get permission from the ECC to enroll the out of ISD service area families earlier than October 1st. See the Enrollment Prioritization flow chart as a model of how enrollment progresses with in the MAISD. All sub recipients must ensure that at least 90 percent of participating children live with families living at 250 percent FPL or below. Documentation exchange between the ISD's will occur between the ECC and the resident ISD contact established.

They must also require that the children living with families whose income is in the lowest quintile are served first, then filling slots within the next lowest quintile, age prioritization and so on.

Programs must enroll children based on income-level prioritization:

- a. Priority admittance begins with resident 4-year-old (by 9/1/22) children living in families between 0-50% FPL, then proceeds to children in families between 51-100% FPL, 101-150% FPL, 151-200% FPL and then 201-250% FPL.
 - b. Programs may only enroll applicants within the 0-100% FPL if the local procedures regarding a Head Start waiver have been followed PRIOR to enrollment in GSRP. It is always preferable to utilize federal Head Start funds to serve the Head Start eligible population. If the Head Start program is fully enrolled, a waiver must still be signed and placed in a child's file.
 - c. If the number of eligible applicants exceeds the number of slots, then the program must use risk factors within the affected income quintile to make enrollment decisions.
 - d. If after enrolling all eligible resident 4-year-old children up to 250% FPL and slots are available, then up to 10% of the program's total number of allocated slots may be filled with resident children living in families 250%+ FPL, with 2 risk factors and then 250% + FPL with 1 risk factor.
 - e. Admitted resident children with 250%+ FPL must be prioritized using a system of number of risk factors; largest number of risk factors served first. Resident children with 250%+ FPL may only be admitted after the neediest children have been served. Children with 250% FPL must be charged tuition based on the MAISD's adopted sliding fee scale. 4-year-old cross ISD requests must be processed after OI resident children are enrolled.
 - f. Late fall birthdates for 3–4-year-olds (9/2/22 – 12/1/22 birthdates) that are residing within the MAISD that are under the 250% of poverty, IEP with inclusion, homeless, foster care, can be enrolled with permission from the ECC. Only after all eligible four-year-old's in the MAISD are serviced.
 - g. Children that have late fall birthdates that are over income with risk factors 250%-300%; then 300% and above that reside within the MAISD.
 - h. After resident children are processed, non-resident children will follow the same prioritization system a-e above. See MAISD GSRP timeline and prioritization for further break down.
 - i. After 9/2/22 repeat above a-h priority applying to children with birth dates between 9/2/22 and 12/1/22.
3. During the enrollment process, those sub-recipients accepting out of county students must ensure and documents that the family has completed appropriate procedures. Evidence of this notification must be kept in the child's GSRP file. Non-resident families requesting placement in an MAISD program must complete a Joint Recruitment application and follow the same paperwork process as resident families.
 4. Every MAISD sub-recipient, whether accepting out of county children or not, must also update the 2022-2023 class list in drop box with the total number of children correctly enrolled in their program by Monday at noon or more often if so directed. If a child has been offered and accepted enrollment (but not if they are on a waiting list due to prioritization or other factors), they must be counted and the number of slots they use will be counted in the sub-recipient total. This information will be used to calculate when all MAISD slots are filled and if a sub-recipient has not completed this as required, they may not receive funding for all MAISD children they have agreed to serve even if they were initially allocated slots for those children.
 5. MDE slot allocation allows for sub recipient in good standing to be held harmless. It is unlikely MAISD will need to take back slots from sub-recipients if slots have not been filled by 10/1/22.
 6. Out of county GSRP, students will be funded by MAISD slots. Additional details will be made available when the MOUs between ISDs are signed.

7. MAISD ECC will notify all sub-recipients immediately when we are informed by another county that all its GSRP slots have been given to enrolled students. No child from another ISD will be enrolled without prior approval of the MAISD and agreements in place to determine funding. Children applying from a closed county may be put on a waiting list but should also be advised to add their names to waiting lists in their county of residence.

Accepting Children Within MAISD District: (MAISD children served outside of their home school district within MAISD). All Families must participate in the Joint Recruitment Process. Parents will be offered a preschool slot based on their eligibility with income eligibility being the priority within their resident district. Families' applications will be provided to the resident district on their application. Families may list their preference of GSRP programming within the MAISD boundaries. Applications that are received with this information will have first contact made with their home resident. The resident school district should provide information to the family about local program options. Information about nonresident GSRP within the MAISD will be provided to the family per their request. Families will be responsible for making initial contact for the non-resident program that they would like placement in. Resident district will provide the application and any other child information to the requested GSRP non-resident program. GSRP programs will be responsible for communicating information with each other about the specific family requests. Nonresident district children will be prioritized alongside resident children based on enrollment priorities.

Head Start to GSRP: The Exemption Process to release Head Start Children for enrollment into an MAISD GSRP is as follows:

All Families must participate in the Joint Recruitment Process. Parents will be offered a preschool slot based on their eligibility with income eligibility being the priority. The placement hierarchy is as follows:

- 1) Head Start
- 2) GSRP
- 3) Other preschool options operated by the sub recipient

Exemption Form requests that will be considered without committee approval:

No Local Head Start Preschool Program exists in local district

Head Start Programs at capacity

GSRP at funding capacity

No GSRP in the local district

The exemption form will be obtained by the Head Start recruitment representative and sent to the MCGSC Director

Families eligible for Head Start who wish to enroll in Great Start Readiness Program (GSRP) due to unusual family circumstance, transportation, childcare or parent preference) must fill out the Exemption Form Request (& Joint Recruitment Form) and participate in the Joint Recruitment exemption committee will be held on the first Friday of August.

The Exemption Form must be submitted by Head Start staff (by fax, mail or electronically) to the MCGSC Director to facilitate the process for referral and release approval prior to the school year starting. Please

Note: Requests for release will rarely be granted if the local Head Start program is not fully enrolled. Full enrollment date established as Tuesday after Labor Day.

Following the Joint Recruitment Exemption Committee, review the Exemption Form will be returned to the appropriate program staff for enrollment after the process has been completed. The MCGSC Director will hold documentation of all exemptions and provide a copy upon request to any entities for auditing purposes.

MCGSC/GSRP Area-Wide Advisory: GSRP School Readiness Advisory Council (Parent Advisory/Family Participation Committee)

Parent/Family Advisory Committee

Legislation requires GSRP sites to provide for active and continuous participation of parents of enrolled children. Keeping in mind that those most in need of quality public education may feel less well served by the system, the ECC will champion parents as active decision makers in GSRP, ensuring annual training that instills confidence in parents as active members. GSRP administrative files must address design and monitoring of GSRP advisory groups.

The ISD ensures that sub recipients have a local GSRP parent/family advisory committee with a focus on local considerations, including recruitment/enrollment, program evaluation results and child outcome data. ISDs that direct-run classrooms must also have a local parent advisory. These committees minimally meet twice each program year. The MAISD meets three times a year where to meet this family/parent requirement. Each local committee has one parent representative for every 18 children enrolled in its program, with a minimum of two parents or guardians. The local GSRP parent advisory committee also has representation from the GSRP teaching staff and support of other GSRP administration.

The local GSRP parent/family advisory committee designates a liaison to the GSC Parent Coalition, working with other committed parents to support early childhood practices in the community. Activities of the GSC Parent Coalition can be shared with the GSRP parent advisory committee in person, virtually (e.g., Skype) or through emailed reports.

Refer to the Parent Involvement section for more information on parent engagement.

School Readiness Advisory Committee (SAC)

The ECC is a leader in the ISD-wide School Readiness Advisory Committee (SAC), established annually and which operates as a workgroup of the local GSC. One of the tasks of the SAC is to annually review and make recommendations with parent/family participation about:

Collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage.

Partnership with the local GSC, Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP.

Collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds.

- The choice of an approved curriculum.
- Nutritional services utilizing federal, state, and local food program support as applicable.
- Health and developmental screening process.
- Referrals to community social service agencies, as appropriate.
- Parent involvement.
- Program Evaluation and Child Outcome data.
- Continuous improvement efforts; and
- Transition into kindergarten.

The SAC will also make recommendations to the MCGSC regarding other community services designed to improve all children's school readiness. Our SAC also serves as a district link to MAISD GSRP administration and MCGSC Parent Liaison. The SACE serves as the parent/family participation component for GSRP as every classroom has parent representation.

MAISD Policy:

An ISD-wide school readiness advisory committee shall be convened as a sub-group of the Montcalm County Great Start Collaborative at least three times per year to provide general oversight and counsel to GSRP planning.

MAISD Procedure:

The ECC is the leader of the MAISD-wide school readiness advisory committee. It meets three times a year and operates as a workgroup of the Montcalm County Great Start Collaborative (MCGSC). In the spring, the MCGSC reviews the data and makes program recommendations. Data Team meetings three times per year where the ECS(s) are responsible for aggregating and analyzing the data and presenting it in a reader friendly form to the MCGSC at the June meetings. A task of the MCGSC is to annually review and make recommendations about:

- Collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage: Providing referral resources for programs.
- Partnerships with the Western Region Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP.
- Joint recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds. This includes facilitating the exemption process.
- The choice of an approved curriculum through the GSRP School Readiness Advisory Council.
- Referrals to community social service agencies, as appropriate.
- Parent involvement.
- PQAr and Child Outcome data review.
- Continuous Improvement Plan Review, and
- Transition into kindergarten activities.

Communication**MAISD Policy:**

The Early Childhood Contact ensures timely and accurate information is provided to all stakeholders as part of the monitoring process, utilizing the CLASS assessment, provided by the ECS. ECC supervises the ECS, and communications provided to teaching teams through coaching. All communication must have GSRP log and grant statement. GSRP preschool annual report with will be shared with MCGSC.

MAISD Procedure:

1. See Monitoring Subrecipients section in the implementation manual for guidance on requirements:
Section: ISD Administration of GSRP page four of 14.
2. Communication strategies
 - a. Communication with families must be carried out on a regular basis throughout the program year, and carried out in the parent's primary or preferred language, for example:
 - Newsletters
 - Focus groups or surveys
 - Parent-teacher conferences
 - Open house events
 - Parent/Family Advisory Committee and School Readiness advisory
 - Social Media: Web site, Face Book, Twitter
 - Children's progress notes

MAISD will monitor sub recipient communication with families by reviewing a sampling of newsletters, parent/teacher conferences held, open house events held, family activities held, and child progress notes. Examples of these items should be kept in the classroom binder and turned in to the MAISD at the end of the school year. ECC support will be offered.

- b. Communication with GSRP School Readiness Advisory Committee the following information provided on a regular basis:
 - Procedures and timetables for program information requests
 - Policies, guidelines, and other communications from MDE

- Program and financial reports
- Program plans, policies, procedures, and grant application
- MTS parent portal
- c. Communication among teaching teams and ECS must include mechanisms for regular communication among all program staff, for example:
 - Data Team Review & Dissuasions
 - Distribution of program quality reports
 - Intranet or list serve for internal staff correspondence
 - Updates to annual written plans
 - Professional learning communities (PLC's)

The ECC and ECSs share information related to the GSRP program with the ISD-wide School Readiness Advisory Committee at least 3 times per year (virtual or in-person).

The ECC communicates with the ECSs and GSRP Sub recipient lead contacts via email, mail, and quarterly meetings. The ECSs meet monthly with the ECC and are provided opportunities to network with other ECSs and Head Start Supervisors who share similar responsibilities for the classrooms.

Program Evaluation

MAISD Policy:

Many sources of data from a variety of perspectives will be used to systematically and continuously evaluate and improve outcomes at the **classroom and program level**.

(Further information be found on page 35, School Readiness Advisory Council)

MAISD Procedure:

MAISD requires sub recipient staff to conduct developmental screening and comprehensive child assessments for each GSRP student. The ECS is responsible for conducting the CLASS assessment. The sub recipients are provided a school year calendar that outlines when data should be collected and when local data analysis team meetings are scheduled. The ECS collects the data and reviews it with the ECC. The ECS reviews data with the teaching teams to guide parent-teacher decisions about specific child interventions and lesson planning. The data is also used by the ECC for administrative decisions about classroom and program wide quality improvement.

MAISD requires data analysis team meetings to be facilitated by the ECS three times per year. The data analysis team may include parents, program supervisors, teaching teams, and coaches, teaching consultants, sub recipient representation and other stakeholders. Data sets are prepared for the meetings in a reader-friendly format such as graphs. Teachers should bring any additional data to be used in the data team process. During the end-of-year meeting, the team:

- Identifies the current level of performance across relevant indicators, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program settings and/or options, language groups, child, family, or community risk factors).
- Uses data to establish professional development priorities.
- Sets measurable goals and objectives to address classroom quality, agency quality, and child outcomes.
- Agrees to eliminate what is not effective, for example, strategies which resulted in PQAr scores of three or less.
- Addresses whether policies and procedures require revision; and
- Inventories available program resources such as time, money, personnel, technology, curriculum resources, and local training opportunities.

At the end-of-year meeting, the ECS makes plans with their teaching teams for meaningful professional development related to the goals for next year's schedule. Action plans, including timeframes for progress monitoring, are shared with teaching teams. The ECS is responsible for monitoring fidelity of intervention

and gains in child development. Measurement strategies are critical because they address accountability to the continuous improvement efforts that are in place.

When this process is complete at the local level, the ECC convenes the ECS team to aggregate and analyze the overall results for the year. The ECC uses aggregated child outcome and program quality data to share success in meeting goals and to address needs that are revealed by data disaggregated by sub-groups, e.g., English Language Learners, race/ethnicity, and socio-economic status. The ECC determines if data collected are being used in ways that drive continuous improvement efforts. The ECC evaluates the degree to which data are being used to differentiate supports to sub recipients, staff, and children. Data patterns may reveal a need for ISD-wide goals for improvement and professional development

GSRP sites must attain at least a 3-star rating in Michigan’s Great Start to Quality (GSQ) system. GSRP sites that are unable to achieve at least a 3-star rating must not receive continued GSRP funding.

1. The MAISD shall be responsible for the following:
 - a. Ensure the use of Creative Curriculum and MTS assessment tool across programs by running observation and progress checkpoint reports three times annually.
 - b. Provide a reliable rater to complete the CLASS annually in each classroom to assess local classroom structure, processes, and outcomes to document program effectiveness.
 - c. Produce and analyze countywide CLASS data annually.
 - d. Ensure collaborative partnership between the ECS and the ECC to develop program wide professional development plan.
 - e. Support ECS staff in producing professional development plans that are data based.
 - f. Generate reports annually to ensure:
 1. The ECS is a Reliable assessor and will complete the CLASS
 2. Conduct CLASS online system requirements
2. The sub-recipient shall be responsible for the following:
 - a. Notify all parents upon enrollment via the provided parent handbook, that information about their child and family is collected, reported, and analyzed to learn about the effectiveness of GSRP.
 - b. Track children served in GSRP as means for follow up through second grade.
 - c. Maintain confidentiality with regard to student and family information.
 - d. Complete an approved screener on all children enrolled in the program upon program entry.
 - e. Implement Creative Curriculum and MTS assessment to keep ongoing child observation data.
 - f. Produce and analyze child outcome data three times per year to guide parent-teacher decisions about child interventions, lesson planning, classroom decisions, and program-wide improvement.
 - g. Collaborate with the ECS upon completion of the CLASS to write classroom and program goals.
 - h. Participate in the data analysis team led by the ECS to include parents, program director, and community members as appropriate, which meets at least three times within the program year to review CLASS assessment outcomes data. During the end of year meeting, the team will:
 - i. Identify the current level of performance across relevant indicator s, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program settings and/or options, language groups, child family or community risk factors).
 - ii. Use data to establish PD goals.
 - iii. Set measurable goals and objectives to address classroom quality, organization quality and child outcomes.

- iv. Address whether policies and procedures require revisions.
- v. Inventory available program resources (time, money, personnel, technology, curriculum resources, training, etc.).

Sliding Fee Scale

Based on revisions made to Public Act 60 in October 2022, any child enrolled in GSRP whose family has an income in excess of 400% of the federal poverty level (FPL) must pay tuition based on a Montcalm Area ISD district-wide common sliding fee scale.

MAISD has developed a sliding fee scale, in accordance with guidance provided by Michigan Department of Education (MDE). Any program who wishes to enroll a child above 400% of poverty must use this fee scale. The tuition will be collected by the individual program and must be used to support GSRP approved expenditures. Documentation of the tuition collected, and the expenditures made with the tuition fees must be reported in the financial reports provided to MAISD. Parents who pay tuition may not incur expenses for other portions of the program, such as meals or transportation. Late payment fees are permitted only to recoup collection costs. Exclusion for non-payment is not permitted. Parents should contact Cari O'Connor with questions regarding the sliding fee scale or their local district GSRP teacher about tuition payments. Sliding fee scale was reviewed and approved, August 2022 by MCGSC.

All Head Start and GSRP policies and regulations are applied to the GSRP/Head Start blended slots, with the highest standard from either program adhered to. A Head Start program must not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the program (HSPS 1305.9). Therefore, children enrolled into the GSRP/Head Start Blend must not be charged tuition.

MAISD monitors sub recipient in the following:

- Adherence to the fee policy set by the MAISD will take place at the budget review time. All tuition fees will be reflected in the classroom budget reports provided by sub recipients to the business office annually.
- Invoicing for families will be done by the sub recipient, including payment schedule will be determined by sub recipient at a minimum of monthly payments, and receipt of payment will be monitored by sub recipient.
- Fee adjustments will be made for two or more enrolled children: regular tuition rates apply to the first child and the second child from the same family, the same school year will receive 50% off tuition, absence does not affect tuition rates and hardship can be determined based on recalculation of income eligibility upon family request.
- Written information for families will be shared by the sub recipient at least one time per school year and will include invoicing schedule, collection practices and explanations to families about the reasons for tuition fees, any changes to the policy, and consequences for nonpayment and how confidentiality of family information is maintained.

To comply with Individuals with Disabilities Education Act (IDEA) requirements for free appropriate public education (FAPE) and to comply with state law requiring special education services to start at birth, GSRP eligible children from over-income families who are enrolled and who also have an Individual Education Program (IEP) must not be charged tuition. These children will count towards 10% MAISD over income GSRP count.

Children who are repeating GSRP due to the change in entry date requirements, who may be over 400% of poverty level, will be exempt from paying tuition for the 2022-2023 school years.

All children that are over 400% of the poverty level are ranked within their GSRP program by income and risk factors. Over income, children will be the last to be placed in the program.

GSRP programs will still be required to collect and confirm risk factors for all enrolled GSRP children based upon the approved Child Risk Factors identified in the GSRP Implementation Manual.

For ease in administering and collecting the fees, families will pay directly to the local district they are attending GSRP. Payments will be paid by the 5th day of each month directly to their local district. Families that choose to pay the annual tuition fee by October 1, 2022, will receive a 10% discount. A cap on the annual tuition fees Families will be responsible for will be used based on 30 weeks of GSRP programing. This cap will serve as the maximum amount any one family can pay for GSRP services. The following MDE approved Sliding Fee Scale must be used by all programs to enroll children over 400% of the poverty level:

Weekly Tuition Rates	At or Below 400% of the Federal Poverty Level	400% and above of the Federal Poverty Level	Not to exceed annual cost of:
Part Day Programming	GSRP Eligible- No tuition	\$10/week (\$2.50/day)	\$300
Full Day Programming	GSRP Eligible- No tuition	\$15/week (\$3.75/day)	\$450

Transition to Kindergarten

Transition to kindergarten is a very important change in a child’s life. GSRP programming supports plans that help the transition into kindergarten for both children and families. An effective transition plan is required in order to fully meet the needs of all children making the transition from preschool programing into kindergarten. Components of the transition plan must include activities for families to become familiar and more comfortable with kindergarten programs in the district, transportation, and staff. Resources should also be provided to families such as registration paperwork, handbooks, and materials that will help children to prepare developmentally for kindergarten. This plan must also include coordination with community agencies and/or the public schools in order to be able to assist all families with transitions to their future classrooms, regardless of location. Lastly, the plan must include a policy for the transition of any necessary records, anecdotal observations, or special instruction information to future kindergarten staff.

More specifically, transition plans should include:

Resources for families:

- Information regarding dates and times of round-up events, registration procedures, and registration paperwork to provide to parents.
- Information about opportunities for families and children to visit these programs.
- Paperwork required for kindergarten entrance, including immunization records, birth certificate, etc.) upon request.
- Activities and actual materials whenever possible for families to help assist their children developmentally prepare for kindergarten.
- Information about the kindergarten curriculum including State standards, etc.

- Staff provides parents with anecdotal notes or other records to share with kindergarten teachers and service providers.
- Staff help student's complete vision and hearing screenings when necessary.
- Staff assist parents with the above components when children are moving to a different district for kindergarten as much as possible.
- MTS online parent portal.

Collaboration:

- Staff should attempt to share program and curriculum information with kindergarten staff. This also may include preschool classroom visits.
- Kindergarten visits to classrooms and meet future teachers whenever possible (with GSRP Students).
- Visits and orientation to introduce bussing, specials, staff, and school classrooms and buildings that children will encounter in kindergarten programming.
- Transition plans for children with disabilities, including input from preschool programming, kindergarten programming, and families.
- Staff and parents work together to coordinate kindergarten transition activities with community agencies and/or public schools.

Transportation Fund Use

Transportation services include costs, either in full or appropriately prorated, for child safety restraint systems, additional or extended bus routes/bus runs/mileage, vehicle maintenance or modifications, drivers, bus aides and school buses or other costs related to transportation. Depreciation is not an allowable expense for GSRP transportation.

Funding for GSRP includes \$10,000,000 annually that is specifically to be used for the costs of transporting GSRP children to and from school. Each year ISDs are asked to collect projected transportation budgets from sub recipients. An aggregated transportation request is forwarded to MDE from each ISD. If the total request from all ISDs is equal to or less than \$10,000,000 each ISD receives the requested amount. If the total exceeds \$10,000,000, MDE prorates the funds. Any ISD requesting less than the ISD has prorated share receives the requested amount.

The ISD may use any or all the transportation allocation and must distribute transportation funds as needed across all sub recipients. The ISD creates a process to gather pertinent information that will guide decision-making on prioritization of transportation funds. Consideration is given to how collaborative child recruiting and public awareness activities, along with a dedicated transportation allocation, can support the goal to identify and serve children and families who may not otherwise be able to access the program. Other considerations include the number/location of GSRP sub recipients currently providing transportation, the number/residence of GSRP enrolled children receiving transportation, family need by programming option, how well existing transportation costs are met, and areas of unmet need for transportation services. The School Readiness Advisory Committee may be the appropriate venue for databased decision-making on distribution of the transportation allocation.

MAISD Policy:

All the MAISD transportation funds will be pooled and distributed based on the priorities identified by the MCGSC to support increased access to GSRP. The assumption will be made by the MAISD that every student in the program may have a transportation need during the school year and sub recipients will provide this support therefore per student allocation will be provided. Transportation costs vary per sub recipient with in the MAISD. They range from \$558-\$965. Total transportation costs per child will be provided to the MAISD on or before December 1, 2022.

MAISD Procedure:

The MAISD will allocate transportation funding after a proposed transportation budget has been received from the GSRP providers business office by December 1, 2022. Transportation budgets will be reviewed along with program implementation requests to monitor for allowable expenses as well as determine priority. 2% administration cap applies. The MAISD business office will provide sub recipients with the transportation documents and deadlines.

Prioritization of transportation funds are:

1. Sub recipients operating a half-day program that provide transportation to and from the program will receive \$150 per student toward transportation costs (\$150 per slot).

Round One:

2. Sub recipients operating a full day program and that provide transportation to and from the program will receive \$300 per student (\$150 per slot) toward transportation costs. If funding still exists, then:

Round Two:

If funding still exists then: Start at round one reimbursing up to 100% of approvable transportation costs until funding is fully exhausted, by using formula taking into consideration student's formula, actual cost, and funds available.

MSDS Submission

All sub recipients will be provided a spreadsheet with required MSDS submission data. Data will be entered at least two weeks prior to the CEPI deadline. Attendance taken three times per year will also be recorded the Dropbox this system.

Written Agreements

MAISD Policy:

Written agreements between the MAISD and each of its sub-recipients will be created, signed by both parties and kept on file at the MAISD.

MAISD Procedure:

1. The ECC will develop a written agreement between the MAISD and each of its sub-recipients that form a binding agreement, includes an *offer*, acceptance of the offer and consideration of what each party gives of value that each would not normally be legally obligated to provide.
2. Written agreements will include agreement for services, financial considerations, and verification of agreement.
3. Written agreements will be mailed to sub recipients prior to the school year.
4. Sub-recipients are to return signed agreements by date indicated on contract.

Classroom Technology

Use of technology in the classroom will follow guidelines in accordance with the Creative Curriculum, CLASS best practices, and Early Childhood Standard Early Literacy Essentials and recommendations. Age-appropriate activities will be expected and all technology in the classroom must be linked to specific goals and objectives of instruction.

Technology in the GSRP Classroom per

<https://www.michigan.gov/mde/Services/early-learners-and-care/gsrp/resources/Implementation-Manual>

“Technology should never be used for technology’s sake. Instead, it should only be used for learning and meeting developmental objectives, which can include being used as a tool during play.” This statement comes from the Early Learning and Technology Education Policy Brief released in October 2016 by the US Dept. of Education and US Dept. of Health and Human Services. Explore the brief for more on the importance of play, DAP technology, how to distinguish between passive and interactive technology, e-books vs. physical books, considerations for total screen time between school and home, and the absolutely critical role of adults in monitoring and engaging in the technology use of young children.

The article link for the info about Developmentally Appropriate Technology use that applies to GSRP classrooms can be found at <https://tech.ed.gov/files/2016/10/Early-Learning-Tech-Policy-Brief.pdf>

Per the State of Michigan Licensing Rules:

(9) When media are used with children 2 years of age and older, all of the following apply: (a) Activities shall be developmentally appropriate. (b) Interactive media shall be used to support learning and to expand children’s access to content and shall be suitable to the age of the child in terms of content and length of use per session. (c) Media with violent or adult content are prohibited while children are in care. (d) Use of non-interactive media shall not exceed 2 hours per week per child. (e) When media are available for children’s use, other activities shall also be available to children.

Technology requests for support and materials can be made using the Technology Request Form for GSRP. Procedures on technology requirements needed to make a request can be found on the form (Appendix I)
**All reasonable requests will be considered in the context of budget restraints, affordability, and developmentally appropriate practices.

Equipment and Materials

All equipment and materials purchased with the GSRP grant monies and/or used to implement the GSRP program will be labeled with the GSRP logo. Materials and equipment will be logged, and information will be kept in the GSRP classroom binder. Classroom closures will result in materials being returned to the MAISD.

Conflict Resolution Protocol

In all collaborative decision making, areas of conflict and disagreement may arise. A sub recipient with a complaint involving the Regional Preschool Partnership Agreement is encouraged to first attempt to resolve the matter informally by telephone or an in-person meeting. If the informal conflict resolution process is unsatisfactory and the sub recipient wishes to register a formal complaint, a sub recipient shall submit a detailed written description of the issue, which forms the basis of the complaint to the MAISD Early Childhood Contact (ECC) at 618 W Main St, Stanton MI 48888 or coconnor@maisd.com.

Upon receipt of a formal written complaint, the ECC will promptly send a written confirmation to the sub recipient acknowledging receipt of the complaint. The ECC will also contact the sub recipient to schedule a meeting to discuss and seek agreement and resolution of the formal complaint. Areas of conflict and disagreement will be addressed by:

- Exploring impasses.
- Identifying the areas of agreement.
- Identifying the areas of disagreement.
- Exploring facts: What is the data and what does it tell us?
- Exploring methods: How should we do what we need to do?

- Reviewing goals: What is our objective?
- Reviewing values: Why do we think it must be done a particular way?
- Reaching a consensus so that we can move forward with the areas of agreement.
- Continuing to address the points of disagreement on an ongoing basis.

The ECC shall issue a written decision regarding the sub recipient's formal complaint within fifteen (15) working days following completion of the meeting. When areas of conflict and disagreement cannot be resolved and the sub recipient elects to pursue the complaint further, the sub recipient may, within five (5) working days after receipt of the ECC's written decision, file a written appeal to the MCGSC. The appeal must state all facts and arguments upon which the appeal is based. The MCGSC will meet to discuss the appeal, notify the sub recipient of the meeting date, and render a written decision within fifteen (15) days following completion of the meeting.

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Appendix A: Request for Proposal

Summary and Background

The Great Start Readiness Program (GSRP) is Michigan’s state-funded preschool program for four-year-old children with factors that may place them at risk of educational failure. The Michigan Department of Education (MDE) administers the program.

GSRP has provided quality preschool education to over 500,000 at-risk four-year-olds since it began in 1985. Research shows students attending this successful program did better throughout their academic careers, had lower dropout rates, had higher incomes as adults and were imprisoned less frequently than children who did not attend preschool.

Program Effectiveness Highlights (1995-2020)

- *A higher percentage of 4th grade GSRP graduates passed the MEAP compared to non-GSRP students (Xiang & Schweinhart, 2002).*
- *Significantly fewer GSRP participants were retained in grade than non-GSRP students between 2nd and 12th grades (36.5% versus 49.2% in 12th grade) (HighScope, 2011).*
- *Significantly fewer GSRP children of color were retained for two or more grades than their non-GSRP counterparts by the 12th grade (14.3% vs. 28.1% in 12th grade) (HighScope, 2011).*
- *More GSRP students graduated on time from high school than non-GSRP participants (58.3% versus 43.0%) (HighScope, 2011).*
- *More GSRP children of color graduated on time from high school than non-GSRP participants (59.7% vs. 36.5%) (HighScope, 2011).*
- *Kindergarten teachers consistently rated GSRP graduates as more advanced in imagination and creativity, demonstrating initiative, retaining learning, completing assignments and as having good attendance. (Florian, et al., 1997).*
- *Second grade teachers rated GSRP graduates higher on being ready to learn, able to retain learning, maintaining good attendance and having an interest in school. (Xiang & Schweinhart, 2002)*
- *GSRP boys took more 7th grade and children of color took more 8th grade math courses than non-GSRP boys (Malofeeva et al., 2007).*
- *Cost of GSRP was recouped by 43.5% from savings because of the reduction in grade retentions.*

Visit www.michigan.gov/gsrp for more information

For the 2022-2023 grant year, 30% of the allocated GSRP funds to the MAISD are to be allocated based on a competitive process defined by the local intermediate school districts. A single process will be used for all applicants that are located in the Montcalm Area Intermediate School District service area that wish to be sub recipients of GSRP funds to offer GSRP preschool to at-risk four-year olds’.

Proposal Guidelines

This Request for Proposal represents the requirements for an open and competitive process. Proposals will be accepted by email or paper copy to the MAISD PO Box 367, 621 New Street, Stanton MI 48888 or coconnor@maisd.com until 4:00 pm EST September 8th, 2022. Any proposals received after this date and time will be void. All proposals must be signed by an official agent or representative of the organization submitting the proposal.

The organization submitting a proposal may not outsource or contract instructional staff from or to another organization to provide GSRP preschool. Recipients of GSRP funds must employ staff (including lead teacher, associate teacher, aides, program director, etc.) directly.

All questions regarding this RFP can be directed to Cari O'Connor, Montcalm County Great Start Director at 616-225-6278.

Project Scope

The MAISD is seeking preschool providers able to ensure high quality preschool programs for four-year-old children by meeting the following requirements: Adherence to the [GSRP Implementation Manual](#) and all standards in the *Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK). Both resources can be located at www.michigan.gov/gsrp. No exceptions will be granted to the Implementation Manual requirements.

- Compliance with state licensing regulations governing childcare. GSRPs must receive a certificate of approval/license from the Michigan Department of Human Services, Bureau of Children and Adult Licensing. All regular child use areas must be approved for use. All licensed childcare classrooms must be rated at a minimum of three in the Great Start CONNECT system.
- Ensure Lead Teachers of local educational agencies (LEA) have a bachelor's degree in elementary education with an early childhood endorsement or child development. A lead teacher for any sub recipient that is not a local education agency (LEA) must have:
 - a valid Michigan teaching certificate with an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement; or
 - a valid Michigan teaching certificate with a valid child development associate credential (CDA); or
 - a bachelor's degree in child development or early childhood education with specialization in preschool teaching. The transcript will document a major, rather than a minor, in child development.
- Adherence to the GSRP Implementation Manual and local process for determining student eligibility and enrollment into the program. Joint recruitment process participation is required.

GSRP Eligibility – Family income is the most utilized factor in determining eligibility for GSRP. Tiered income eligibility ensures that GSRP finds and provides services to its target population and focuses on those most at risk. Extremely low family income is defined as below 200 percent of the federal poverty level and low family income is defined as between 200 to 300 percent of the federal poverty level. In addition, as part of the prioritization process, **at least 85 percent of the children enrolling into the program must have parent(s) that are Income eligible.**

GSRP Risk Factors

- 1) Family Income (100-300 percent of poverty or not served by the Federal Head Start program serving families below 100 percent)
- 2) Diagnosed disability or identified developmental delay
- 3) Children with a severe or challenging behavior
- 4) Primary home language other than English
- 5) Parent/guardian with low educational attainment
- 6) Abuse/neglect of child or parent
- 7) Environmental Risk

- Ensure Associate Teachers have an associate degree in early childhood/child development or Child Development Associate credential.
- Ensure staff continues their education through attendance of professional development events, statewide conferences, and/or on site in-services.
- Maintain staff-child ratio of 1:8 with a maximum class size of 16.
- Receive coaching support from an assigned MAISD Early Childhood Specialist who will serve as a mentor for teaching teams as well as complete CLASS
- Administer Creative Curriculum, Ages & Stages developmental screening at the start of the program and then monitor & report continuous progress of all GSRP students through the use of My Teaching Strategies.
- Participate in joint recruitment and enrollment activities, presenting to families the attached preschool application for all state and federally funded programs, and sharing of a single waitlist.
- Ensure that the allocated number of four-year-old children residing within the district receive a quality classroom-based Great Start Readiness Program (GSRP) preschool experience. The students shall receive at least 30 weeks/120 days of classroom-based programming as required by the Michigan Department of Education. In addition, the program shall provide appropriate parent education and home-based services as required by the [GSRP Implementation Manual](#).
 - **Part-day** (half-day program with a minimum of three hours of teacher/child contact time per day, for at least four days per week, for a minimum of 30 program weeks/120 days).
 - **GSRP/Head Start Blend** (blending a Part-day GSRP slot and a Part-day Head Start slot to create the funding for a GSRP/Head Start Blend slot for one child, resulting in a full day of preschool programming for 30 weeks/120 days).
 - **School day** preschool programs must operate for at least the same length of day as the local school district's/public school academy (PSA)'s first grade program. A classroom that offers a School-Day program must enroll all children the length of the school day to be considered a School-Day program. If the program operates five days per week, staff must have paid time for planning, professional development, and parent involvement.
- Provide MAISD with a budget detail for the proposed GSRP expenditures and a final expenditure report detailing the actual expenses incurred in providing the GSRP program.
- Provide MAISD with all required student enrollment data, staff qualifications information and any other information required for program reporting purposes.

Request for Proposal and Project Timeline

Request for Proposal Timeline:

All proposals in response to this RFP are due no later than 4 pm EST September 8, 2022.

Evaluation of proposals will be conducted within 7 days of receipt. If additional information or discussions are needed with any bidders during this one-week window, the bidder(s) will be notified.

The selection decisions for the awarded sub recipients of GSRP funds will be made no later than September 30, 2022.

Upon notification, contract completion and budget planning will begin immediately. Contracts will need to be signed and returned by October 1, 2022, to ensure that all funds are committed.

Notifications to bidders who were not selected will be completed by October 1, 2022.

Project Timeline:

2022-2023 Grants funds are awarded by August 30, 2022 and can be used for GSRP operation through July 1, 2023.

Program year must begin within 3 weeks of the K-12 local district start date and end as desired as long as the minimum number of program weeks is met. Scheduled breaks, holidays, and possible inclement weather days should be taken into account to ensure that 30 weeks/120 days of classroom sessions are met.

- **Part-day** (half-day program with a minimum of three hours of teacher/child contact time per day, for at least four days per week, for a minimum of 30 program weeks/120 days).
- **GSRP/Head Start Blend** (blending a Part-day GSRP slot and a Part-day Head Start slot to create the funding for a GSRP/Head Start Blend slot for one child, resulting in a full day of preschool programming for 30 weeks/120 days).
- **School day** preschool programs must operate for at least the same length of day as the local school district's/public school academy (PSA)'s first grade program. A classroom that offers a School-Day program must enroll all children the length of the school day to be considered a School-Day program. If the program operates five days per week, staff must have paid time for planning, professional development, and parent involvement.

Budget

Intermediate School Districts (ISDs) are the grantees for Great Start Readiness Program. They receive funding via eleven State Aid Payments for each fiscal year, beginning in July. Information pertaining to State Aid Payments may be found under Section 32d "Great Start Readiness Program" in the State Aid Financial Status Report sent monthly to each ISD. MAISD shall make payments to awarded sub recipients upon receipt of invoices for actual expenses incurred in operating the GSRP Program.

State funds are appropriated annually based on a 10/1 to 9/30 fiscal year. Sub recipients are to ensure that services and materials purchased for a given fiscal year are booked in the accounting system for that year.

MAISD shall retain up to four percent of the total Section 32D awards from the Michigan Department of Education for managing and administering the GSRP Consortium, to provide Early Childhood Specialists to manage and supervise the program quality and professional development elements of the GSRP, and to cover current year student portfolio expenses associated with the *My Teaching Strategies* online child assessment system. MAISD holds 8.5% from each slot (4% admin, remainder is for program costs)

MAISD shall pay awarded sub recipients the sum of \$3,980 per GSRP part day slot to provide GSRP classroom services. Sub recipient may bill monthly for GSRP expense reimbursement.

GSRP funds may be used to pay for the following:

- Instructional materials and supplies
- Nutritional supplies beyond those provided by other available sources (after food program funding has been sought out)
- Lead teacher, associate teacher, early childhood specialist, and aide salaries and fringe benefits
- Parent involvement activities
- Transportation for students
- Health support services
- Student support services
- Staff development and teacher/parent training
- Travel necessary to enable project staff to implement the early childhood program

- Office supplies and materials
- Communication
- Printing and binding
- Rent paid to an entity other than the Intermediate School District (ISD), sub recipient, or subcontractor for facility or space
- Construction or renovation expenses related to licensing, as documented by the pre- licensing report and pre-approved by the Michigan Department of Education (MDE)
- Equipment (such as shelving, tables, CD player)

Great Start Readiness Program funds MAY NOT be used to pay for:

- Stipends
- Existing administrative, educational, or support personnel funded through other sources
- Indirect costs
- Costs that should be covered by Special Education
- Food covered by food programs

Administrative Cap

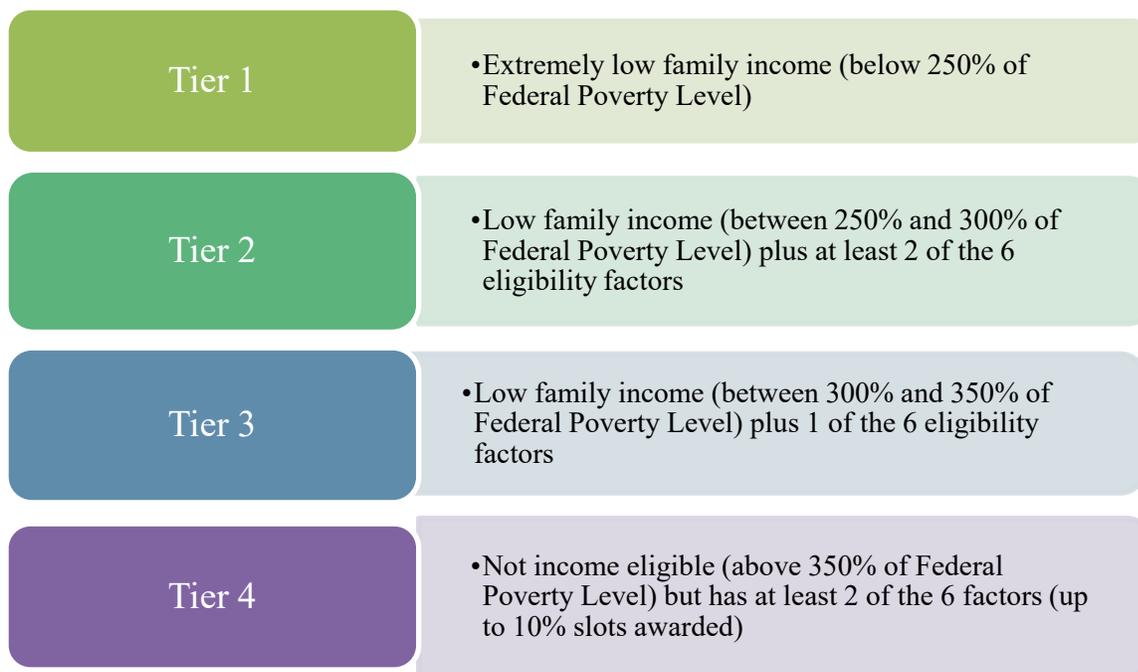
The maximum amount of program funds allowable for administrative costs is 4 percent of the total grant. MAISD reserves the right to 4 percent for administrative costs allowing sub recipients 4 percent of the award for administrative functions. The following function codes are considered “administrative” when being reviewed for the maximum allowable expenditure: 230, 240, 250, 260 and 280. Exempt from the administrative cap are amounts designated for the rent or lease of a facility needed to implement the preschool programs; early childhood specialist; maintenance, janitorial, utilities, and insurances, which are part of a lease/rental agreement; audit; security services; and classroom telephones.

For additional information on approvable function codes and their description refer to the GSRP Implementation Manual, [Section: Budget page](#)

Bidder Qualifications

Bidders should be a private/public, or a non-profit/for-profit community-based organization licensed by the Michigan Department of Human Services, Bureau of Children and Adult Licensing. Bidders need to provide the following items as part of their proposal for consideration:

- Current status of program license
- CLASS Assessment Scores
- Self-Assessment Score of 3 or higher on Tiered Quality Rating & Improvement System/ STARS (or plan to be at a 3 by GSRP implementation start date)
- Population of students at each tier (see below) that meet qualification requirements for GSRP
- Availability of transportation for GSRP children



Proposal Evaluation Criteria

1. Bidders will submit an application to MAISD due 4 pm EST by September 8th, 2022.
2. Applications will be reviewed and scored by the Montcalm County Great Start Collaborative Executive Committee.

If there is a reduction in the formula award from MDE, CBO’s slots will be awarded first in the allocation process. After this adjustment, all existing programs within the MAISD service area will have their application ranked ordered based on their rubric score reviewed and slots will be awarded to the highest-ranking programs first. If there are no viable proposals funding slots will be allocated to local school districts based on the identified point system.

Points	0	1	2	3	4
CLASS	CLASS not scored/ completed by a reliable rater from outside the program	Average classroom score for each classroom is 1.5 or higher	Average classroom score for each classroom is 2.5 or higher	Average classroom score for each classroom is 3.5 or higher	Average classroom score for each classroom is 4.5 or higher
Integrity of Implementation (Specific to areas not covered in the CLASS)	Does not have a plan to follow the Implementation Manual.	Has a plan to follow the implementation manual with 3 or more irregularities from the manual	Has a plan to follow the implementation manual with 2 or more irregularities from the manual	Has a plan to follow the implementation manual with 1 or more irregularities from the manual	Plan to follow the implementation manual with integrity.
Demonstrated Need	No waitlist or gave slots back for redistribution last year	A high concentration of at-risk (level 4 priority or family income above 350% of FPL +2 risk factors) on waiting list (not to exceed 15% of slots)	A high concentration of at-risk (level 3 priority or family income 300% of FPL+1risk factor) children on waiting list	A high concentration of at-risk (level 2 priority or family income below 300% +2 risk factors) children on waiting list	High concentration of at-risk (level 1 priority or family income below 200% of FPL) children on waiting list & last year served students beyond an allocation that may have been GSRP eligible

Availability of Transportation	No transportation available for families	One way transportation is available to a limited group of children	Transportation is available to and from the GSRP program for a limited group of children	One way transportation is available to all children	Transportation is available to and from GSRP program site for all children
TQRI/Great Start to Quality	Not participating		SAS is at a 2, with plan to have a submitted score of 3 by GSRP implementation	Completed a Self-Assessment Survey (SAS) and has a submitted or approved score of 3 or 4 stars	Submitted or validated by a Reliable assessment specialist scoring
Status of licensing	License not current			On a regular license throughout the course of Program/grant year.	
TOTAL for CLASSROOM					

Appendix B: GSRP Reporting and Monitoring Timeline

Report	Due Date	Local Responsibility for information and data	Completion Responsibility	Submission Responsibility
Community Needs Assessment (CNA)	Winter	Local contacts	Director of Early Childhood	MAISD Business Manager
Application/Budget	Fall	Local contacts - Business managers	Director of Early Childhood	MAISD Business Manager
Staff Information Report	Late Spring	Teachers – local contacts	Director of Early Childhood	MAISD Business Manager
Great Start to Quality (GSQ)	Every Year	WRRC	Program Director	Program Director
Final Expenditure Report and Carryover budget	Summer	Business managers	MAISD Business Manager	MAISD Business Manager
Michigan Student Data System (MSDS)	3 times annually ~ MSDS children enter Feb will be the snapshot of GSRP slots filled	Local Contacts	Director of Early Childhood	Information System Specialist
File Review	Late Spring	Local Contacts	Director of Early Childhood	Director of Early Childhood
Competition for Competitive Funding grant	Spring	Local Agency	Director of Early Childhood	MAISD Business Manager
Report	Due Date	Local Responsibility for information & data	Completion Responsibility	Submission Responsibility

On-site File Monitoring Report	March	Local Agency	Director of Early Childhood	N/A
CLASS Visits/Goal planning	1 time minimally	Education Specialist	Education Specialist	N/A
CLASS Results	Late Spring	Education Specialist	Education Specialist	Education Specialist
Final Report and Child Outcome Report	Early Summer	Education Specialist	Education Specialist	Education Specialist

Flow of funding from MAISD to sub recipient will occur based on monthly invoicing from sub recipient for GSRP expenses.

Appendix C: MAISD on Site Monitoring Form

Annual MAISD GSRP On-Site Monitoring Procedures

MAISD has a responsibility to monitor program quality to ensure that agency programs comply with all program requirements as stated in the Implementation Manual. All GSRP programs will be monitored each program year.

Each on-site monitoring visit will typically consist of general administrative and child record review. The following items may be reviewed:

- Enrollment documentation
- Recruitment procedures
- GSRP classroom binders (see policies & procedures manual for specific details)
- Child records
- Staff professional development plans
- Staff credentials
- Parent handbook
- Parent involvement activities
- Childcare license/expiration date
- Food service contract
- Use of GSRP logo and written statement on all documents and publications
- Formal training documentation of My Teaching Strategies, Creative Curriculum and PELI

All children's record should be available at the site visit. The number of child records to be reviewed will be determine during the site visit and will be a random sampling. Child records must be complied in the following order:

- Age documentation (birth certificate)
- Verification of income eligibility
- Health and immunization record
- Documentation of eligibility (risk factors)
- Family information (parents name, address, phone number)
- Assessment of children's progress
- Home visit, conference, and parent teacher contact verification
- Local district documentation
- Unrequested child example of work
- Joint Recruitment Documentation and/or application

A follow up written report will be shared with each program. If areas of improvement are found, the sub recipient will be required to develop an improvement plan with the ECC. This plan will include areas of improvement, action steps that will be taken and a specific timeline for completion.

**Great Start Readiness Program
Children's Record Review Form**

ISD: MAUSD
Sub recipient:
Site:
Teacher:
Person Completing this Document:
Date:

#	Child's Name		Proof of Age	Eligibility Code	Risk Factors Entered Numbers	Documentation of Partnership in Child Development From parent contacts	Home Visit Dates Also review time	Parent Teacher Conference Dates Also review time	Referrals to Meet Child or Family Need Enter Date and Concern	Dev Screening Enter Date. Note when multiple tools are present.	Child Assessment		Proof of Individualized Planning
	Last Name	First Initial	Age 4 on or before 9/30/18 (or 12/31/19) or 9/30/2014 (or 12/31/19). Document legal birth certificate, passport, hospital record, baptismal record, etc.								Anecdotes Record unique features, e.g., quantity, quality, connection to dev screening results or referrals.	Portfolio Note teacher vs child initiated work	
1													
2													
3													
4													
5													
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7													
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20													

Enter notes on individual child assessment data:

Enter notes on aggregated classroom assessment data:

Enter notes on aggregated program-level child assessment data:

Appendix D: Exemption Process and Form

 <h2 style="margin: 0;">Ionia/Montcalm Counties</h2> <h3 style="margin: 0;">GSRP / Head Start</h3>  <h2 style="margin: 0;">Referral & Exemption Form</h2>	Office Use Only: HS to GSRP _____ Mailed/Faxed On: _____
--	---

Child's Name: _____

Parent/Guardian Name: _____

Birth Date: _____

Phone Number: () _____

Address: _____

Method of Parent Contact: In Person: Phone:

City & Zip: _____

**** Families eligible for Head Start who wish to enroll in GSRP due to unusual family circumstance, transportation, child care or parent preference must fill out this form. Examples of situations that are NOT defined as unusual include: siblings that attended a program in the past, request for specific building, teacher or program without a reason that addresses a barrier your family has for attending the eligible program. A determination of program qualification will be made after August 1, 2022. This may mean forgoing your child's Head Start placement and being placed on a GSRP waitlist. Approval of exemption for your child does not guarantee a GSRP placement.**

Check all reasons for applying for an exemption:

____ Local Head Start at capacity

____ No Local Head Start available

____ Unusual Family Circumstance (explain)**

Explain:

8CAP Staff has explained the ** items above, as well as the following, to families wanting an exemption to GSRP:

I understand that my child is eligible for Head Start. Head Start has a higher level of funding than the Great Start Readiness Preschool (GSRP) and can generally provide more direct services to my child and family.

Family has requested _____ GSRP.

 Staff Signature

 Date

Exemption forms must be submitted to 0-5 Family Service Coordinator. Requests for release will rarely be granted if the local Head Start program is not fully enrolled. Full enrollment date established as Tuesday after Labor Day. Forms approved after August 1, 2022 will be sent to appropriate school district for documentation, along with applicable Joint Recruitment Application. For GSRP enrollment, document must be in child's file prior to enrollment. GSRP directors will hold documentation of all exemptions and provide a copy upon request to any entities for auditing purposes.

Preschool is not a requirement for children in the State of Michigan, but can offer a tremendous benefit for the child's future success. All families must participate in the Joint Recruitment Process. Head Start is a federally funded preschool program that is offered free of charge to children and families that qualify. The Great Start Readiness Program (GSRP) is a State of Michigan funded free preschool that is offered to children and families that qualify. It is a requirement of both programs to serve the children and families that qualify for such programs. Children of families that qualify for Head Start may attend a GSRP providing they have spoken with a Head Start representative and been informed of the programs and services provided. GSRP eligible families may not always be eligible to attend Head Start, due to stricter enrollment criteria for Head Start. Local GSRP programs are not permitted to enroll a Head Start eligible child unless they have received a referral from the Head Start program.

AB 1/10/22

Montcalm County Early Childhood Programs Eligibility Exemption Form Guidelines

Head Start Referral/Release to Attend Great Start Readiness Program

- All Families must participate in the Joint Recruitment Process. Parents will be offered a preschool slot based on their eligibility with income eligibility being the priority. The placement hierarchy is as follows:
 - 1) Head Start
 - 2) GSRP
 - 3) Other preschool options operated by the sub recipient
- *Exemption Form requests that will be considered without committee approval: (form still required)*
 - No Local Head Start Preschool Program exists in local district
 - Head Start Programs at capacity
 - GSRP at funding capacity
 - No GSRP in the local district

The exemption form will be available from the Head Start office from a Joint Recruitment representative, and sent to the Montcalm County Great Start Collaborative Director for documentation purposes

- Families eligible for Head Start who wish to enroll in Great Start Readiness Program (GSRP) due to unusual family circumstance (option only available through 8/2022), transportation, childcare or parent preference must fill out the *Exemption Form Request (& Joint Recruitment Form)* and turn it in by 9/2022. Participation in the JR exemption committee is expected by parents if the exemption is to be considered. ***Examples of situations that are NOT defined as unusual family circumstance: child or siblings attending a specific program in the past, request for a specific building, teacher, or program without a reason that addresses a barrier that your family has for attendance in eligible program.**

Parent Initial _____

- The *Exemption Form* **must be submitted** (by fax, mail or electronically) by Head Start, and provided to the MCGSC Director to facilitate the process for referral and release approval prior to the school year starting. *Please Note: Requests for release will rarely be granted if the local Head Start program is not fully enrolled. Full enrollment date established as Tuesday after Labor Day.*
- Following the JR Exemption Committee review the *Exemption Form* will be returned to the appropriate program staff for enrollment after the process has been completed. Document must be in the child's file prior to enrollment. The MCGSC Director will hold documentation of all exemptions and provide a copy upon request to any entities for auditing purposes. MCGSC Director will contact the family with the results.

Return completed forms by 7/30/22 to coconnor@maisd.com or 621 New St Stanton, MI 48888. Families will be notified by letter with the results of the Joint Recruitment Committee before the school year begins.

Montcalm County Early Childhood Programs Eligibility Exemption Process

Head Start Referral/Release to Attend Great Start Readiness Program

- Head Start is the first point of contact for all applicants in the Joint Recruitment process. If the family is, Head Start eligible but would like to participate in the exemption process the family must meet with Head Start staff to complete the Exemption form.
- Head Start staff must complete exemption form.
- Head Start will submit the exemption form to the Montcalm County Great Start Collaborative. The MCGSC Director or 0-5 Head Start Coordinator will send to the sub-recipient with the exemption form completed (in cases that are not defined as unusual family circumstance) so it can be placed in the file for documentation before enrollment.
- The exemption form will be submitted to the MCGSC Director from Head Start within 7 days of completion. The Exemption Form must be submitted (by fax, mail or electronically) to the MCGSC Director to facilitate the process for referral and release approval prior to the school year starting.

Please Note: **Requests for release will rarely be granted if the local Head Start program is not fully enrolled. Full enrollment date established as Tuesday after Labor Day.**

- Exemption Committee will meet in August 2022 to process the request. Requesting parent participation is required.
- All families will be added to the County Wide wait list until the decision is made for exemption. Upon the committee decision, the placement will update the countywide wait list. *No local wait lists should be used to enroll children.
- Exemptions that are granted must have the documentation in the child's file to determine joint recruitment participation. Children placed in programs without this document will not be eligible for MAISD GSRP funding slot allocations.

Appendix E: Dropbox Instructions

Early Childhood Enrollment Documentation Process

EightCAP, Inc. serves as the Joint Recruitment administrator for the grant funded Early Childhood Programming in Gratiot, Ionia, Isabella, and Montcalm Counties. As such, EightCAP, Inc. will use Dropbox (www.dropbox.com) as the method for documenting prioritization.

- 1) Dropbox will be used to record all students sent to and enrolled in each GSRP program through the Joint Recruitment effort.
- 2) It will be the responsibility of the sub recipient to update the Dropbox file by the first of each month. This update will include all children sent to the GSRP by EightCAP, Inc. in that particular month. Information will include child name, parent name and date sent to the GSRP.
- 3) It will be the responsibility of the individual sub recipient to update this document as students enter and exit the program. Information should also include enrollment date, status, level of risk, date of termination, reason for termination and exemption status. See provided spreadsheet in Dropbox for details.
- 4) This process will be monitored and maintained by the Joint Recruitment Representative at EightCAP, Inc. Head Start will use Dropbox file to document the current enrollment list.
- 5) It will be the responsibility of the Joint Recruitment Representative at EightCAP, Inc. to maintain a common waitlist of all students waiting for a preschool placement. The Joint Recruitment Representative monthly will upload this list. This list will be prioritized to ensure that the oldest and neediest students are placed first.

Appendix F: GSRP Special Education and Inclusion Policy

Meaningful inclusion is a child's active, purposeful participation in community and educational settings. It is defined by high expectations for all children as well as high-quality instruction and supports provided in typical settings with similar-age peers. To accomplish meaningful inclusive opportunities, families, educators, and providers must work collaboratively in addressing structural inequities and in affording all children an intentionally designed curriculum, as well as the provision of differentiated, developmentally appropriate instruction and supports.

We believe that inclusion is our ethical responsibility. It is the only way in which infants and children will truly be able to experience a meaningful learning environment and a role in their community at large. We are committed to using relevant, current research and evidence-based practices to support these beliefs.

Clarifications:

- This only applies to children who are eligible for GSRP (year before kindergarten)
- This only applies to children who should be fully enrolled in GSRP for the entire length of the session.
- A district may receive both GSRP and 1755 Special Education funding for a child with an IEP who is fully enrolled in a GSRP program and receiving services under 1755.
- The decision on whether a child with an IEP is placed in GSRP should be based on what is best for the child and not on what is easiest/preferred for any of the adults involved.

- Placement should be based on needs of child and not what kind of services needed (i.e., children with difficulties in the social emotional realm might benefit from interaction with other children in a social situation).
- Special education services necessary to meet the goals of the child will be provided within the context of the GSRP program.
- If a child with an IEP who is in a GSRP classroom required adult support in the classroom, it should be provided by Special Education. (Special Education funds can be used to provide adult support for a child with an IEP).
- There should generally be no more than 20% of the children in a GSRP classroom who are known to have IEPs at the beginning of the year.
- There may be exceptional cases where everyone agrees it is best to place a small group of 3-4 children with IEPs in a GSRP classroom along with an extra assistant, funded by Special Education, to support them.

LRE Considerations for Preschool Age Children Eligible for SPED

When making placement recommendations for preschool age children eligible for special education, the IFSP/IEP team is required by law to consider the Least Restrictive Environment that the child could be placed in. This means that the team is required to consider providing special education service in a setting where age-appropriate peers without disabilities are typically found. These considerations must be made prior to recommending the provision of special education services in a setting, which includes only preschool-age children with disabilities.

In developing the recommendation, the team should consider the following continuum of services:

- NO SERVICES:** The child is not eligible for special education programs or services
- RELATED SERVICES:** Student would receive PT, OT, SW, and Speech or other related services only. Student's IEP would reflect that he is receiving only a related service.
- EARLY CHILDHOOD SPECIAL EDUCATION SERVICES (1755): RELATED SERVICES WITH THE ADDITIONAL SUPPORT OF AN EARLY CHILDHOOD SPECIAL EDUCATION TEACHER:** Student would attend a preschool program designed for typically developing children such as Head Start, GSRP and/or a private preschool program and a special education teacher as well as the related staff would work together to provide services and support the child in the general preschool setting. The student's IEP would reflect that the child was in a non-classroom program (R340.1755) for the itinerant teacher services and related services would be recorded on the IEP.
- EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM (1754):** Student would be placed in an ECSE program (R340.1754) that is designed to provide more specific and intensive intervention for children who are eligible for special education. Related services would also be indicated on the IEP.

Considerations for Interpreting the Rubric

There are a multitude of factors that need to be considered when determining the frequency, duration, intensity, and location of special education programs and/or services for a preschool age child. The ASQ rubric was developed to serve as a guide to help the team and family understand all the options and recommend that is best for each child. The parent's preference and the availability of programs in the community that the child may be able to access must also be considered. The more 1's and 2's that are circled suggest that the child could be supported via either related services and/or in a general ed. setting with SPED services. The more 2's and 3's that are circled, may be indicative that the child would require a more intensive program that may be met in a general education program with supports or in an ECSE setting. As preschool age, children can demonstrate dramatic changes from year to year; this rubric should be utilized annually to see if the child should be supported in a less inclusive environment.

The Importance of a Preschool Program

Attendance in a high-quality preschool program is very important to prepare children for kindergarten regardless of the level of need for special education services. There is significant research to suggest that a child who attends a preschool program ultimately has better outcomes with respect to school performance in the early elementary years. Children who have had difficulty with respect to developing their speech and language skills are at high-risk for later reading/academic difficulties even if they have

significantly closed the gap on their delay. Those who have closed the gap by 30 months of age are more likely to keep up with their same age peers and not continue to require intensive, intentional intervention. ***It is strongly recommended that the parents consider enrolling their child in a preschool program at some point prior to kindergarten entry.*** If the family is not interested at, the time of transition from Early On when the child is three then consideration should be given again when the child turns 4 years of age. The common preschool recruitment form should be provided to families who want to be considered for a free or low-cost preschool program.

Date: _____

LRE Considerations for Preschool-age Children Eligible for SPED

Name: _____

Age: _____

	1	2	3	Comments
Health History/Status (Allergies, diagnosed conditions, medication needs, feeding concerns, middle ear issues, hearing/vision problems)	<ul style="list-style-type: none"> General good health May require some limited health care procedures (e.g., EpiPen) 	<ul style="list-style-type: none"> Mild or occasional health concerns or chronic health issues that are controlled May require specialized health care procedures 	<ul style="list-style-type: none"> Chronic health issues Specialized health care procedures required (e.g., regular medication, tube feeding, etc.) 	
Cognitive/Learning Skills, Play Skills (Use of toys and materials appropriate for age, symbolic/pretend play, ability to follow directions in play – feed the baby, give me the red block)	<ul style="list-style-type: none"> Participates, stays on task, follows directions and home/class routines with minimal or no promptings Age-appropriate, spontaneous, and varied play skills 	<ul style="list-style-type: none"> Need frequent prompts to participate in group activities, stay on task, and follow directions Requires more small group instruction Appropriate play skills but limited variety; can follow directions during play and imitate play actions with prompts 	<ul style="list-style-type: none"> Needs 1-1 support and constant prompting to participate in activities, stay on task and follow directions Curriculum modifications needed for participating in class activities Use toys in inappropriate/non-functional ways or needs specific instruction to learn new play skills 	
Self-Help Skills (Feeding, dressing, toileting, assisting with daily chores)	<ul style="list-style-type: none"> Age appropriate with respect to areas in all areas 	<ul style="list-style-type: none"> Age appropriate or had areas that are below age level 	<ul style="list-style-type: none"> Significantly below age level in more than 1 areas 	
Motivation (Initiation, independence and persistence during tasks/activities, level of enjoyment)	<ul style="list-style-type: none"> Makes choices and persists at tasks/activities independently Enjoys activities and is satisfied with performance 	<ul style="list-style-type: none"> Requires some adult assistance or prompting to engage/participate in tasks/activities May not sustain interest for long 	<ul style="list-style-type: none"> Dependent on adult for beginning and/or completing tasks Requires high level of prompting May be low level of enjoyment/interest 	
Coping Strategies (Seek help, handle frustration, tolerate changes in routines)	<ul style="list-style-type: none"> Many strategies that are effective, Copes with frustrations in age- 	<ul style="list-style-type: none"> Some effective strategies Occasional frustrations that interfere with performance or participation 	<ul style="list-style-type: none"> Few to no effective strategies Frequently frustrated (makes performance of tasks and participation difficult) 	

	appropriate manner		<ul style="list-style-type: none"> Adult support needed for Social Emotional safety 	
Social/Emotional (Interacting with adults and peers, behavior toward self and others, feelings)	<ul style="list-style-type: none"> Cooperates with adults Initiates interaction with peers, cooperative play Few behavioral concerns Wide range appropriate emotions 	<ul style="list-style-type: none"> Occasional difficulty cooperating with adults Interested in peers and will communicate feelings and/or needs to adults and/or peers Occasional positive peer interaction 	<ul style="list-style-type: none"> Frequent and significant difficulty interacting with adults and/or peers 	
Sensory The way a child registers and responds to sensory stimulation: sounds, touch, movement, taste/texture, smells, and vision.	<ul style="list-style-type: none"> Uses and manages sensory input to gather information needed to support participation in play and classroom activities. 	<ul style="list-style-type: none"> May seek sensory input in ways that can be disruptive or interfere with participation in play and classroom activities but can regulate with minimal supports in the classroom. <i>(i.e., Child may have difficulty sitting still or sitting upright for floor or table tasks. May touch, smell, or mouth classroom materials.)</i> OR May fail to notice important sensory input that would be helpful for participation. <i>(i.e., Delayed or no response when spoken to, doesn't participate much in finger play songs/ gym/ playground tasks, may not follow routine well or is the last to move from activity to activity. Clumsy or uncoordinated movements.)</i> OR May purposefully avoid sensory input and withdrawal from it. <i>(I.e., May avoid messy play or be bothered when clothes get wet/dirty. May cover ears with loud noises. May dislike being touched and avoid playing with other kids or wants to be the end of the line.)</i> 	<ul style="list-style-type: none"> May seek sensory input so frequently/excessively that it significantly interferes with participation in play or classroom activities. <i>(i.e., Child can't sit still and attend to a task. Child constantly touches other kids and may be too rough with people and toys.)</i> OR Becomes overwhelmed by sensory input that it interferes with play and participation. <i>(I.e., Child may attempt to flee the classroom. Child may get overly upset and take a long time to recover. Child may over-respond to sensory stimulation so that they are a danger to themselves or others. Child has more difficulty in busy, loud, unstructured environments.)</i> 	
Communication System (expressive)	<ul style="list-style-type: none"> Use sentences to communicate Some mild language 	<ul style="list-style-type: none"> Has a functional or alternative communication system (gestures, words, or pictures) Combines words together 	<ul style="list-style-type: none"> No words Single words Some word combination 	

	and/or intelligibility issues that may require remediation	<ul style="list-style-type: none"> • May be difficult to understand due to multiple articulation errors • Use alternative system effectively 	<ul style="list-style-type: none"> • Significant intelligibility issues (limited phonemes, simplification processes present) • Does not have an alternative 	
Verbal Imitation	<ul style="list-style-type: none"> • Readily imitates words/phases overhead in conversation 	<ul style="list-style-type: none"> • Requires initial prompts to imitate but they can be faded quickly • Will imitate a variety of words/phrases 	<ul style="list-style-type: none"> • Requires a high level of prompting to imitate and/or does not imitate at all 	
Length of Time in Early Intervention Services	<ul style="list-style-type: none"> • 6 months to 1 year 	<ul style="list-style-type: none"> • 1 to 1.5 years 	<ul style="list-style-type: none"> • 1.5 to 2+ years 	
Rate of Progress	<ul style="list-style-type: none"> • High to Average 	<ul style="list-style-type: none"> • Average to Moderate 	<ul style="list-style-type: none"> • Moderate to Slow 	
Delay/Disability/Atypical Development	<ul style="list-style-type: none"> • Delay (following normal progression but behind peers) 	<ul style="list-style-type: none"> • Disability 	<ul style="list-style-type: none"> • Disability or Atypical development 	
Number and scope of IEP goals	<ul style="list-style-type: none"> • Sexual Domain (i.e., expressive language) 	<ul style="list-style-type: none"> • 1-2 domains 	<ul style="list-style-type: none"> • 2+ domains 	
Need for practice/repetition and consistence in learning environment to develop, maintain, and generalize skills	<ul style="list-style-type: none"> • Minimal need • Good generalization 	<ul style="list-style-type: none"> • Minimal to moderate need • Generalization skills require prompting 	<ul style="list-style-type: none"> • Moderate to high need • High degree of prompting to generalize skills 	
Need for health care aide or adaptive equipment (switches, communication boards, standers, etc.)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Minimal (i.e., toileting, sensory break; short-term or limited communication/equipment needs) 	<ul style="list-style-type: none"> • Moderate to high (i.e., daily assistance with personal care, sensory, health needs, and/or management of equipment or communication devices) 	

Summary of Rubric:

Parent Priorities/Input:

___ Parent understands child is eligible for Special Education services but is not interested in any special education services at this time.

___ Parent desires related services only –no preschool program at this time.

___ Parent desires information about a preschool program with additional related services.

___ Parent desires intensive intervention preschool program.

___ Other information to share:

If parent desires information about a preschool program, consider the following questions:

What successful opportunities has the child had to interact with typically developing peers (daycare, church, community programs) that can be benefited from?

What are some home routines/activities that the child needs assistance with that might be addressed in the preschool classroom?

Program/Service Options for Child:

To receive special education programs and services, a child must receive them from the local school district in which they reside. At a preschool level there is no legal option of “school of choice” or social education services. However, in some cases districts within the Montcalm ISD and outside of the Montcalm ISD have taken children. If that is an option parents are interested in, the desired school district must be contacted, and the child must be accepted to pursue this option. A family could also pursue a private preschool out of district but then receive related services at a local elementary school within the district of residence.

This child’s home district is:

___ Related services at:

___ Head Start/GSRP (income requirements apply—collaborative requirement application must be completed)

___ Private Preschool Options (Parent choice the cost will be the responsibility of the family/dosage will vary)

___ Other

General Questions for the Team to Consider if a General Ed preschool classroom is desired:

Are there any concerns with the environment the child will be potentially placed in?

Can the child participate in the same activities as his/her peers in this general education preschool program?

Are any modifications/supports required for him/her to do this?

What classroom activities/routines are anticipated that the child will not need support?

Does the child NEED to be included in a general education preschool program to practice and work on his IEP goals?

Final Team Placement Decision:

___ No services per parent choice

___ Special Education Related Services Only (___ speech, ___ OT, ___ PT, ___ VI, ___ HI, ___ SSW)

___ Special Education Related Service (___ speech, ___ OT, ___ PT, ___ VI, ___ HI, ___ SSW) + Head Start/GSRP

___ Inclusion (1755): Special Education Teacher Component and Related Service (___ speech, ___ OT, ___ PT, ___ VI, ___ HI, ___ SSW)

___ Preschool program the parent has enrolled child in: _____
___ HS/GSRP consideration: (if yes complete the collaborative referral form)

___ Dual Enrollment: **ECSE Classroom (1755) w/related services** (___ speech, ___ OT, ___ PT, ___ VI, ___ HI, ___ SSW) + **Private Preschool (Parent choice)**

___ Dual Enrollment: **ECSE Classroom w/related services** (___ speech, ___ OT, ___ PT, ___ VI, ___ HI, ___ SSW) + **Head Start/GSRP**

Comments:

Date: _____ **Sped Teach Rep:** _____

If the team is, recommending inclusion please send a copy to Montcalm ISD attention, Cari O'Connor
coconnor@maisd.com

Revised 8/2022

Behavior Action Plan

 	<h2 style="margin: 0;">Behavior Action Plan</h2>
Date: _____	
Student Information	
Student's Name: _____	GSRP Location: _____
Teaching Team: _____	
Wanted Behaviors	Unwanted Behaviors
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Strategies for teaching team to support wanted behaviors	
<input type="checkbox"/> Visual reminder <input type="checkbox"/> Practice <input type="checkbox"/> Positive intent <input type="checkbox"/> Helping buddy <input type="checkbox"/> Role-play <input type="checkbox"/> Direct instruction <input type="checkbox"/> Encouragement/noticing <input type="checkbox"/> CD Calming Strategy <input type="checkbox"/> Coaching <input type="checkbox"/> Literature/social stories <input type="checkbox"/> Songs/music/movement <input type="checkbox"/> Modeling	
Strategies teaching team to correct unwanted behavior	
<input type="checkbox"/> Videos <input type="checkbox"/> First/then <input type="checkbox"/> Teach replacement behaviors <input type="checkbox"/> Choices <input type="checkbox"/> Visual supports <input type="checkbox"/> Empowering peers <input type="checkbox"/> Redirection <input type="checkbox"/> 6 step problem solving steps <input type="checkbox"/> Social stories	
1. What do you think he/she is trying to obtain? _____ _____	
2. What do you think he/she is trying to avoid? _____ _____	
3. What positive need or message is the child trying to communicate in this hurtful way? _____ _____	
4. Do you believe the child feels safe in the classroom or situation? <input type="checkbox"/> Yes <input type="checkbox"/> No What would increase the child's sense of safety? _____ _____	
5. Do you believe the child feels connected to the classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No What would increase the child's sense of belonging and connection? _____ _____	
6. Do you believe the child has the necessary communication and composure skills to access and utilize problem solving as an interpersonal strategy? <input type="checkbox"/> Yes <input type="checkbox"/> No What skills are missing? How will you teach the child the missing skills? _____ _____	
7. What strategies have you used and for how long? _____ _____	
Data of the success/failures of strategy: _____ _____	
8. Unintended consequences? _____ _____	

Behavior Action Plan

Name: _____ Date: _____

	Action	Who	When	Time/Frequency
School				
	Action	Who	When	Time/Frequency
Home				

Follow Up: Data Bases Decision
Did the unwanted behaviors decrease?
In frequency and duration?
Did the replacement behavior occur?
What was most useful?
Next steps:

Teaching Team Signature: _____

Parent Signature: _____

Other Staff Signature: _____

Behavior Observation		
Trigger	Behavior	Maintaining Consequence
	Function:	
Preventions	New Skills	New Responses
		To Challenging Behavior:
		To Use of New Skill:

Preschool Referral for Education Concerns

Great Start Readiness Program MAISD 621 New Street Stanton, MI 48888		Preschool Child Study	Contact Person: LEA: Operating District:	
CHILD INFORMATION				
Child:		Parent/Guardian:		
D.O.B.:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Address:		
District:	Phone:			
Student resides with parents: <input type="checkbox"/> Yes <input type="checkbox"/> No If no, who does the student reside with?				
Race and Ethnicity (required): Is student Hispanic or Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No				
If student is not Hispanic or Latino, one box must be checked from the following choices:				
<input type="checkbox"/> American Indian/Alaska Native		<input type="checkbox"/> Asian <input type="checkbox"/> White		
<input type="checkbox"/> Native Hawaiian/Other Pacific Islander		<input type="checkbox"/> Black/African American		
Native Language of Child:		Native Language of Parent:		
GSRP Risk Factors:				
<input type="checkbox"/> 1- Low Income Percentile	<input type="checkbox"/> 4- English as Second Language	<input type="checkbox"/> 7- Loss of Parent		
<input type="checkbox"/> 2- Developmental Delays	<input type="checkbox"/> 5- Family history of low school achievement	<input type="checkbox"/> 7- Situation of another child in family		
<input type="checkbox"/> 3- Severe or Challenging Behavior	<input type="checkbox"/> 6- Family history of abuse/neglect	<input type="checkbox"/> 7- Teenage Parent		
		<input type="checkbox"/> 7- Homeless/or unstable housing		
		<input type="checkbox"/> 7- Exposure to toxic substances		
Other Relevant Information:				
<input type="checkbox"/> Initial Meeting	Date:	<input type="checkbox"/> Follow-up Meeting	Date:	
<input type="checkbox"/> Follow-up Meeting	Date:	<input type="checkbox"/> Follow-up Meeting	Date:	
<input type="checkbox"/> Follow-up Meeting	Date:	<input type="checkbox"/> Follow-up Meeting	Date:	
<input type="checkbox"/> Follow-up Meeting	Date:	<input type="checkbox"/> Follow-up Meeting	Date:	
MEDICAL INFORMATION				
Vision Screen Passed:	Date:	Hearing Screen Passed:	Date:	Comments
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Glasses Prescribed:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
		Tubes in Ears:	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe Any Medical Concerns/Diagnosis:				
Date:	Concerns:			
Current Medication:				
Date:	Concerns:			
Current Medication:				
Date:	Concerns:			
Current Medication:				
Date:	Concerns:			
Current Medication:				
Date:	Concerns:			
Current Medication:				

Student Intervention and Data Review (SIDR) for Restraint and Seclusion Alternatives

ATTENDANCE HISTORY					
Date Attended	Age	Building/ District	Attendance		Comments:
			Absent	Tardy	
September					
October					
November					
December					
January					
February					
March					
April					
May					
NOTES:					
TIER 1 INTERVENTIONS					
EDUCATIONAL INTERVENTIONS- Preschool					
Strategy			Date		Data:
<input type="checkbox"/> Social Stories					
<input type="checkbox"/> Visual Schedule					
<input type="checkbox"/> Visual Supports					
<input type="checkbox"/> Scaffolding Learning Outcomes-ECS Support					
<input type="checkbox"/> Scaffolding Learning Outcomes- Speech Support					
<input type="checkbox"/> Conscious Discipline					
<input type="checkbox"/> Reflective Listening (Classroom)					
<input type="checkbox"/> Associate Teacher 1 on 1					
<input type="checkbox"/> Other:					
TIER 2 INTERVENTIONS					
Coordination w/ Ancillary staff for classroom interventions:					
Strategy			Date		Data:
<input type="checkbox"/> Specific Classroom Aide Support					
<input type="checkbox"/> Modified Daily Schedule					
<input type="checkbox"/> OT Screen					
<input type="checkbox"/> SPL Screen					
<input type="checkbox"/> Rtl- Oral Language					
<input type="checkbox"/> Rtl- Motor					
<input type="checkbox"/> ECS Support					
<input type="checkbox"/> Psychologist Observation					
<input type="checkbox"/> Therapeutic Play- Parent Permission					
<input type="checkbox"/> Sensory Accommodation/Sensory Diet					
<input type="checkbox"/> Parents as Teachers					
<input type="checkbox"/> Classroom Break					
<input type="checkbox"/> Motor Break					
<input type="checkbox"/> Behavior Plan					
<input type="checkbox"/> Bilingual Services					
<input type="checkbox"/> HI Consult					
<input type="checkbox"/> VI Consult					
<input type="checkbox"/> CMH Referral					
<input type="checkbox"/> Other:					

Student Intervention and Data Review (SIDR) for Restraint and Seclusion Alternatives

TIER 3 INTERVENTIONS				
Coordination w/ Ancillary staff for classroom interventions:				
Strategy	Date	Data:		
<input type="checkbox"/> Diagnostic Assessment				
<input type="checkbox"/> Rtl Speech/OL Checklist				
<input type="checkbox"/> Rtl Motor Checklist				
<input type="checkbox"/> SW-Focused Observation				
<input type="checkbox"/> Therapeutic Play-PSYCH/SW				
<input type="checkbox"/> HI Observation				
<input type="checkbox"/> Behavior Consultant Observation				
<input type="checkbox"/> Formal Behavior Plan				
<input type="checkbox"/> 504 Plan/IEP Plan				
<input type="checkbox"/> Medical Care Plan				
<input type="checkbox"/> Community of Care Presentation				
<input type="checkbox"/> Other:				
SPECIAL EDUCATION -- Programs and Services				
Services:	Planning Date:	Planning Date:	IEP Date:	Comments:
<input type="checkbox"/> EC Special Education Support				
<input type="checkbox"/> Physical Therapy				
<input type="checkbox"/> Occupational Therapy				
<input type="checkbox"/> Speech/Language Therapy Eligibility:				
<input type="checkbox"/> VI Consultant				
<input type="checkbox"/> HI Consultant				
<input type="checkbox"/> School Psychologist				
ACHIEVEMENT DATA				
Date				Comments:
Brigance Screen Score				
LAP				
Letter ID (1-B, 2-10 D, 10-P, 11+-A):				
Sound (0-B, 1-2-D, 3-4 P, 5+-A):				
Concepts of Print(1-B,2/3-D,4-P,5-A):				
Retell (1-B, 2-D, 3-P, 4-A):				
LAP Oral Language (1-B,2-D,3-P 4-A):				
DECA				
ASQ				
Academic Concepts:				
Counts Orally				
Identifies Numbers				
One to One Correspondence				
Identifies Shapes				
Identifies Color				
Curriculum Assessment Data (Chose One)				
My Teaching Strategies				
Date				Comments:
Language, Literacy, Communication:				
Mathematics:				
Science & Technology:				

Student Intervention and Data Review (SIDR) for Restraint and Seclusion Alternatives

Social Studies:				
Curriculum Assessment Data Continued (Chose One)				
Creative Arts:				
Social & Emotional Development:				
Approaches to Learning:				
Physical Development & Health:				
ELL				
Creative Curriculum				
Date				Comments:
Level (1-3)	Level	Level	Level	
SE				
Physical				
Language				
Cognitive				
Literacy				
Math				
Science & Technology				
Social Skills				
Art				
PELI				
	Beginning of Year	Mid Year	End of Year	Comments:
Vocabulary				
Comprehension				

TEACHER INPUT				
Child:	Teacher:	Age:	District:	Date:
POSITIVE CHARACTERISTICS AND/OR STRENGTHS				
List 4 or more positive characteristics and/or strengths that you see in this child and describe how you have used them to engage the child in his/her learning:				
INCENTIVE AND/OR ACTIVITIES				
List 3 or more incentives and/or activities that seem to motivate the child. List the strategies that you have implemented to assure that the child feels connected to the classroom.				

Student Intervention and Data Review (SIDR) for Restraint and Seclusion Alternatives

AREAS OF CONCERN

LANGUAGE CONCERNS

No Concerns at this time Listening Comprehension Oral Expression

*Attach LAP Oral Language Sample if Applicable. Please describe your concerns about this child's oral language:

Data

BEHAVIOR CONCERNS

No concerns at this time Social/Emotional* Behavior*

Please describe your concerns about this child's behavior and/or social-emotional needs:

Please share data on the specific behavior concerns:

If yes, please describe the nature of these relationships, including when and how they occur (e.g., in the classroom, small group, large group, on the bus, during unstructured time, lunch, outdoor play, etc.)

MOTOR CONCERNS

No concerns at this time Gross Motor Sensory Motor Visual Motor

Please describe your concerns about this child's motor development (gross, visual and/or sensory)

Data:

MEETING MINUTES FORM Date:

PARENT REPORTS AREAS OF CONCERN (About my child):

TEAM SIGNATURES:		<input type="checkbox"/> I Understand that contents of this intervention plan and agree to its implementation
Meeting Date:	_____	
Early Childhood Specialist:	_____	
GSRP Teacher:	_____	
Speech Therapist:	_____	
Ancillary Staff:	_____	
Other:	_____	Parent Signature: _____
		Parent Signature: _____
		Other: _____

TEAM SIGNATURES:		<input type="checkbox"/> I Understand that contents of this intervention plan and agree to its implementation
Meeting Date:	_____	
Early Childhood Specialist:	_____	
GSRP Teacher:	_____	
Speech Therapist:	_____	
Ancillary Staff:	_____	
Other:	_____	Parent Signature: _____
		Parent Signature: _____
		Other: _____

TEAM SIGNATURES:		<input type="checkbox"/> I Understand that contents of this intervention plan and agree to its implementation
Meeting Date:	_____	
Early Childhood Specialist:	_____	
GSRP Teacher:	_____	
Speech Therapist:	_____	
Ancillary Staff:	_____	
Other:	_____	Parent Signature: _____
		Parent Signature: _____
		Other: _____

TEACHING LOG		
Intervention	Team Participants (Name, Title)	Next Steps to Address Concern
Date: Concern:		

Student Intervention and Data Review (SIDR) for Restraint and Seclusion Alternatives

Appendix G: Food Policies for Montcalm County GSRP

- All guidance regarding snacks and meals that is contained in the GSRP Implementation Manual is to be followed by all sub-recipients.
- Children who have vegetarian and other high frequency dietary needs should be accommodated by the program. Montcalm schools will determine if a need is high frequency if there is a dispute.

- Families of children who have low frequency dietary needs (organic only, kosher, vegan, etc.) will be allowed to supply snacks and meals for their children. Families should be supplied with a school snack and meal menu and asked to send in food that is like what is being offered on the menu whenever possible. If the snack is apples and cheese and the family uses organic food, for example, they should send in organic apples and cheese. Families should sign a statement indicating that they wish to provide food for their child because of family preferences and those preference should be noted on the statement. Food allergies need to be documented by a doctor's note in the child's file.
- Families are not allowed to send in food for their children simply because the child does not like the food served or prefers something from the home. Shared meals are an important part of the program and whenever at all possible, all children should learn to enjoy a wide variety of foods in a communal setting.

Appendix H: Guidance on Field Trips in GSRP

We encourage Great Start Readiness Program to enhance their local programming through the inclusion of carefully planned field trips. Firsthand, experiences can provide children with information and a level of understanding that adds elements to their paly, enriches vocabulary, and enhances their overall learning.

For children to gain the greatest benefit, field trips should not only be thoughtfully chosen, but should also relate to the Michigan Early Childhood Standards of Quality of Prekindergarten and the program's approved comprehensive curriculum (Creative Curriculum) and the student's interests. Meaningful field trips should be integrated with a current study, theme, or classroom project. If children are interested in farm animals, a trip to a real farm could greatly enhance children's understanding. If children have not had any exposure to farm animals, the trip would provide concrete experiences that the teacher will be able to build upon. Field trips often provide opportunities that many students would not otherwise have the chances to experience.

Many of the best trips to build on children's interests and the curriculum by revolving around the immediate, familiar community. Trips to local grocery stores, libraries, flower shops etc. can enhance relationships between family members, the school and the community and can often be planned at little or no cost. Field trip experiences can also take place in-class or in school by inviting, guest and setting up an area of the room with blocks, props and materials relevant to the content. A class study of pets, initiate by student interest, included an activity of the local veterinarian coming to the GSRP class, bringing a few pets that live in his clinic (a snake, kitten & handicap dog) and a variety of his tools used to examine and care for these animals. The veterinarian demonstrated a checkup for the kitten allowing children to help with the examination. This visit then inspired the children to create their own pet clinic in the classroom to examine and care for their stuffed animal pets.

Children learn about different professions, ideas, and opportunities when they travel outside their classroom. A field trip can awaken the desire in a child to try new things and pursue previously unconsidered dreams. Field trips can introduce children to job opportunities, like a veterinarian, and can spark new interests and passions.

Field Trip Examples

Appropriate

Small Local Airport/Train Station
 Animal Shelter/Pet Shop
 Bagel Shop/Bakery
 Children's Theatre Production
 Children's Museum
 Doctor's Veterinarian's Office
 Farm
 Florist/Garden Shop
 Fruit/Vegetable Store/Grocery Store
 Hospital
 Library/ Post Office
 Local Restaurant/Pizzeria/Cafeteria

Nature Walks – in nearby parks or gardens
 Zoo
 School

Inappropriate

Arcades
 Carnival
 Circus
 Movie Theatre
 Shopping Malls
 Theme Park
 Water Park
 Gas Stations

Field Trip Preparations:

In addition to preparing for the learning experience, the teacher should prepare the children for each trip:

- All sites for field trips should be visited by a staff member prior to scheduling the trip for children.
- Safety precautions, the buddy system, positive behavioral expectations and emergency procedures with children and adults should be reviewed and rehearsed as necessary.
- The teacher should assess and determine if children and other adults are adequate prepared to take field trips. Readiness on the part of all responsible adults is critical to the safety of the children.
- The staff should prepare identification tags for all children that include the name of the school/center and phone number. Caution should be used in placing children's names on tags as this may result in alerting strangers to the individual child's name. If necessary, nametags might be worn inside shirts or tops. Some schools/centers have shirts printed with their logo, name and address so that children and staff will easily be identified.
- The teacher should explain the planned field trip to parents and receive permission slips for each child for each trip.
- The teacher must have children and parent's names, telephone numbers and school/emergency telephone numbers with them at all times. An accurate list of children in attendance on the day of the trip must be supplied. A copy should be also left at the school/center.
- The teacher should decide how children will be grouped with adults. The adult chaperones must have lists of the children in their care with the telephone number of the school/center.
- A place for regrouping and checkpoints should be identified at each trip site.
- Adult supervision of all children at all times is essential. Children must never be left alone or sent ahead of the group for any reason. The adult/child ratios recommended for trips are 1:3 for three year old's and 1:4 for four year old's.
- A designated staff person for each group should have the responsibility of carrying a first aid kit, money and needed supplies. Required medications, allergy concerns and nutritional needs must be considered.
- Safe and healthy foods should be provided that follow the foodservice guidelines. Staff should be aware of any steps necessary for safe handling of food. Whenever possible, adults who are responsible for carrying items should not be directly responsible for a group of children.

If you have any questions regarding the educational appropriateness of a field trip you are considering, please contact your Early Childhood Specialist for guidance. You may also contact the Early Childhood Contact for approval to ensure the use of funds is allowable within the GSRP budget guidelines. It is recommended that you keep on file your reasoning for how the field trip would be considered an educational experience to enhance your programming in the event of an audit.

[Example educational objectives for a field trip to a local bowling alley](#)

Creative Curriculum Unit of Study-Balls

Michigan Early Childhood Standards of Quality for Prekindergarten to be covered in the Field Trip:

4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.

- Show progress in listening to and following spoken directions. (#2)
- Show progress in listening attentively, avoiding interrupting others, learning to be respectful.

(#3)

Social and Emotional Development and Health

2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.

- Grow in their ability to follow simple, clear, and consistent directions and rules. (#2)
- Can adapt to different environments. (#6)

3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.

- Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.

(#1)

- Begin to develop and practice the use of problem-solving and conflict resolution skills. (#2)

- Participate successfully as a group member. (#7)

Physical Development

4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.

- Begin to recognize and learn the names of body parts. (#1)
- Begin to understand spatial awareness for themselves, other, and their environment. (#2)
- Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhances physical fitness. (#3)
- Increasingly develops greater self-awareness; identifies his or her own interest and strengths. (#4)

5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.

- Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina. (#3)
- Exhibit a growing capacity to self-regulate, demonstrate self-efficacy, and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game). (#4)

Early Learning in Mathematics

4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationships to one another and things in the environment.

- Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems. (#1)
- Makes progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence). (#3)
- Show progress in linking number concepts, vocabulary, quantities, and written numerals in meaningful ways. (#5)

My Teaching Strategies Objectives for Development & Learning to be covered in this Field Trip:

- Obj. 2c, 3a, 3b (Social) Establishing and sustaining positive relationships; participating cooperatively
- Obj. 4, 5, & 6 (Physical) Demonstrates traveling, balancing, gross-motor manipulative skills
- Obj. 10b (Language) Using acceptable language and social rules
- Obj. 20a, 20c (Math) Counting and identifying numbers
- Obj. 21a. Understands spatial relationships

Sources:

Preschool Program Guidance- Planning Field Trips for Preschoolers
<http://www.nj.gov/education/ece/psguide/trip.htm>

Making the Most of Field Trips- Educational Leadership
<https://www.ascd.org/el/articles/making-the-most-of-field-trips>

The Educational Value of Field Trips- Education Next
<http://educationnext.org/the-educational-value-of-field-trips/>

My Teaching Strategies
<https://teachingstrategies.com/snapshots-from-the-day/>

Early Childhood Standards of Quality for Prekindergarten
<https://wida.wisc.edu/sites/default/files/resource/connection-michigan.pdf>

Appendix I: School Closing Procedures

School Closing Procedures for MAISD GSRP Staff

Effective 11/01/2016

*When all 7 LEA districts and the Montcalm Community College are closed, MAISD GSRP Teachers, and all other GSRP classroom staff do not report to work. This constitutes the MAISD district wide closure.

* When all 7 districts are closed MAISD GSRP staff must report or use available paid time off options (personal or sick allocations). Snow days that exceed the classroom requirement days for any GSRP program may be substituted for non-workdays as added workdays at the end of the school calendar to achieve minimum day requirements.

- A. An LEA District is closed that MAISD GSRP program operates in
 - a. No Class or Home visits, staff report

- B. An LEA District is delayed that MAISD GSRP program operates in
 - a. No Class or Home visits during the delayed time frame, staff report at regular time

Appendix J: Technology Purchase Request Form

- Procedure for requesting technology and/or support:
1. Provide requisition form to Early Childhood Contact (ECC).
 2. ECC approves.
 3. ECC submits to Technology Director.
 4. Include lesson Plan that shows technology use specific to request.
 5. Technology Director initials and provides to Purchasing Processor.
 6. Technology gets delivered to Technology Director for inventory.
 7. Technology Director delivers/distributes to ECC for staff delivery.
 8. Technology Director provides paperwork of all purchases to the ECC.

TECHNOLOGY PURCHASE REQUEST FORM

Requested By: _____ Date: _____

Sub Receipt: _____ Purchase or Repair: _____

Vendor Information (name, school building, etc): _____

App Creator/Author: _____ Device/Software Vendor: _____

When requesting a repair, an app or software, the device you (or plan to) use provide ID number on ISD device:

Quantity	Item Description	Reason/Rationale for Use	Unit Price	Total Price
			\$	-
			\$	-
			\$	-
			\$	-
Total			\$	-

Approval Signatures and Date

Staff Signature _____

ECC Signature _____

Technology Director _____

ISD Office Use Only		PO#
Account Number	_____	\$0.00
Account Number	_____	\$

All technology request specific to GSRP program, should be documented within local budgets program.

Appendix K: Policy for MSDS Submission

MAISD Policy for MSDS submission: It is required for each sub recipient to provide accurate real time student data to the Early Childhood Contact via the system delivery system provided. Data accuracy will be the responsibility of each sub recipient. Early Childhood Contact will also verify using multiple data sources to ensure accuracy. Data collection periods and due dates will be communicated at least two weeks in advance. Early Childhood Contact will be responsible for the implementation of the MSDS process.

Google Drive MSDS 2022-2023 Submission Procedures:

1. Enter data into data spreadsheet in the format (order) provided in Google drive for the specific period (November, February, August) on or before due date provided in annual GSRP calendar from Early Childhood Calendar.
2. Ensure that data accurately reflects GSRP student participation on or before due date provided for each MSDS reporting timeframe. This may require confirmation from teaching teams regarding student enrollment status. **Ensure exit dates are reflected in real time for each MSDS reporting timeframe.**
3. Use Field Description Tab for details about specific codes.
4. Ensure that all codes that are being utilized match the field description codes provided.
5. Complete each row and column with student data in the order that the spreadsheet is provided in.
6. Complete the Restraint and Seclusion data spreadsheet. This is a running tally so one spreadsheet for the school year applies (*this differs from the MSDS data collection spreadsheets which are in tabs by data timeframes*).
7. Complete the Sub Recipient Information tab for the November data submission only unless staff changes have occurred. If changes have occurred, please update for February and August submissions as needed.
8. Community based organizations that do not have access to Google Docs will submit electronically on or before identified due date data submission for the MSDS timeframe to the Early Childhood Contact directly.

Other MSDS Important Information:

- Please complete the entire spreadsheet A- AI columns.
- Be sure to pay attention to the spreadsheet tabs along the bottom. There is a tab for EACH MSDS entry due November, February, & August. Restraint and Seclusion information is mandatory to report also.
- Field Descriptions are available for each tab in the spreadsheet tab on the bottom, far right. ** All information regarding required information definitions is in this spreadsheet. In addition, the CEPI manual for 2022-2023 Early Childhood section can be found at <https://www.michigan.gov/cepi/pk-12/msds>

Every Child that has attended even one day during the period for each MSDS collection MUST be included in the data submission. Be sure to provide EXIT dates in real time for children who have left the program within the data submission period. Per CEPI: Updated definition of Early Childhood Program End Date to be the day after the child last participated in the program or received services.

Contact Cari O'Connor at coconnor@maisd.com for further clarifications and or questions.

Appendix L: How to administer the Preschool Early Literacy Indicator (PELI)

The PELI has been developed as a screening and progress monitoring tool that assesses the foundational early literacy skills of preschool children:

- Alphabet knowledge - MTS Objectives: 16 Demonstrates knowledge of the alphabet; 16a Identifies and names letters
- Phonological awareness - MTS Objectives: 15 Demonstrates phonological awareness; 15b Notices and discriminates alliteration (first sound); 15c Notices and discriminates smaller and smaller units of sound (onset and rhyme)

- Vocabulary and oral language - MTS Objectives: 17 Demonstrates knowledge of print and its uses; 17a Uses and appreciates books; 17b Uses print concepts
- Comprehension - MTS Objectives: 18 Comprehends and responds to books and other texts; 18a Interacts during read-aloud and book conversations; 18c Retells stories

Things to Know:

The PELI is considered valid and reliable as an assessment tool. You should have received training prior to administering the PELI via a video/web-based class and assessment manuals. ***Knowing how to administer and following the administration guidelines keeps the assessment valid and reliable. Developmentally Appropriate practice must guide the implementation of PELI in GSRP classrooms. Connect with your Early Childhood Specialist if you have any concerns or need support in administering PELI in a developmentally appropriate/child centered manner.***

The skills are assessed in an activity-based format that is meaningful as well as child-friendly.

The skills assessed are embedded in a story book.

- For our younger children - those not yet four, it is suggested to start with the 3/4 book which would be like the book On the Farm
- The progression of the other books is as follows:
 - Benchmark books (specific to beginning, middle and end of the school year:
 1. Cooking with Mom
 2. Show and Tell at School
 3. A Day at the Beach
 - Progress Monitoring books (to assess whether intervention support is improving performance):
 1. A Trip to Outer Space
 2. Off to the Grocery Store

The assessor is to sit beside the child on the floor, on a couch or at a table and look at a picture with the child. ***Special note: if you are leaving the classroom, it is imperative to have the adult-child ratio maintained in the classroom. It is also important to have the child be familiar with the environment for the testing.***

- As the assessor and child look at the book, the assessor asks questions and prompts the child to engage in book-related tasks.
- The assessment is untimed but should take between 10-15 minutes to administer.
- A one-page scoring form is used to capture the child's responses as the assessment is being conducted.
- Some tips to support the teacher and student during the assessment:
- Practice the assessment with an older child or an adult prior to administering with a child. If the child is unfamiliar with you, spend at least 10-15 minutes prior to assessing as a "getting to know you" time.
- If a child is not responding, you may improvise and prompt. The booklet gives appropriate and inappropriate ways of prompting. Please be familiar with prompts that are acceptable. Example: pointing to cauliflower, you can say, "Yes, look at it, what it is?" You cannot say, "I'll give you a hint - it's NOT broccoli."
- When in doubt during your scoring, apply with the lower score and offer support to the child if necessary. You want to make sure that each child is receiving every necessary opportunity to apply themselves. If you are questioning or doubting your scoring, refer to the scoring section and provide necessary support for the child.
- Have your teammates help you and support you in the scoring - especially in the Oral Language scoring. This is a very difficult section determining between 2, 3, and 4. Support of other professionals will be helpful.
- Familiarize the child and the families with the assessment prior to administering it so that everyone understands the importance of the assessment driving future instruction.

Steps to administering the assessment:

The assessor begins the assessment by showing the cover of the book to the child and asking the child what he/she thinks the book will be about.

- **Alphabet knowledge:** On the first page of the book is an array of upper- and lower-case letters, embedded in a picture related to the theme of the book. The child is asked to point to and name all the letters he/she knows.
- **Vocabulary and Oral Language:** The next page is related to the theme of the book. The child is asked to name 10 objects in the scene and to tell everything he/she can about five of the objects.
- **Comprehension:** Next, the assessor reads a short story, pausing to have the child answer comprehension questions that require the child to infer and predict elements of the story. Afterward, the child is asked to recall details of the story by responding to five comprehension questions and completing an oral CLOZE task in which the assessor reads a brief summary of the story and pauses at certain points for the child to fill in the missing word or phrase.
- **Phonological Awareness:** A brief phonological awareness game is the final activity in the book, in which the assessor says a word and asks the child to say the first part or first sound of the word.

Example of how you're prompt with appropriate modification and inappropriate modification:

Table 1. Examples of Appropriate and Inappropriate Modifications to PELI Recommended Directions

Item/Item	Recommended Wording	Appropriate Modification	Inappropriate Modification
C1	Let's look at this book together. What do you think this book will be about?	Here is a book we are going to read. What do you think this book is about?	Look at the people in this picture. What do you think they are doing?
AK1	What is this letter? Assessor points to "s".	What do you think this one might be?	This letter has a circle and a stick. Do you remember which letter that is? It's the one we learned at circle today.
VIOL 1	What is that? Assessor points to cauliflower.	Do you know what this is? What is it?	What is this? I'll give you a hint: it's not broccoli.
VIOL 2	Tell me everything you can about a cup.	Tell me all about a cup.	Tell me things you can do with a cup, like what you can drink out of it.
C2	How do you think she feels?	How do you think Carla feels?	How do you think she feels? How would you feel? Do you like cooking dinner with your mom?
C3	Now that Carla and her mama have all the ingredients, what are they going to do?	Now that they have all the ingredients, what will they do next?	After people get all of the ingredients to make their food, what do they do with it? (Assessor makes string)
C6	Who helped Mama make dinner?	Who was it that helped Mama make dinner?	Who helped Mama make dinner? It starts with M...
PA7	What is the first sound in the word book?	What is the leader sound in book? (Language model classroom pronunciation)	What is the first sound in BOOK ?

You may also prompt with: "Can you tell me more?" "What else can you think of?" You may even need to provide one or two extra examples for the child. If you are still struggling to get responses, note the struggle and move on. Place this child in an intervention group and support the lower areas. The support will help develop language.

Building Rapport

For a successful assessment experience, it is important that the child feel comfortable with the assessor and the assessment context. Because verbal responses from the child will be required during the assessment, it is important that the child is at ease talking to the assessor. Communicating with parents and the children ahead of time about the assessment is an excellent strategy for getting everyone involved. You may want to share at a parent night and allow parents to see the direct correlation to what you are doing in the classroom and the importance of the assessment driving individual learning.

Assessor Directions and Encouragement

Recommended working for directions and prompts is provided directly in the PELI booklets; (see the first page of this document for the booklets and the order) however, the assessor may need to make minor adjustments to the directions and use unscripted encouragement in order to be responsive to young children's behavior and needs. Refer to the proper forms of administering the assessment.

Teachers should feel free to make alterations to the directions that reflect language commonly used in the classroom. Please use language the children are familiar with that closely correlates to the assessment. Some examples are ruler/measuring tape, soda/pop, cabinet/cupboard, mixer/blender (for those who do shakes), globe/Earth/world, curtains/drapes. We are assessing foundational early literacy, not cultural competency. Make every effort to support the culture students understand as you give the assessment. Care should be taken not to inappropriately modify the directions.

The use of encouragement is recommended in order to maintain child engagement. Generous encouragement should be given to all children during the PELI assessment, regardless of whether the child is giving correct responses. However, praise should be limited to encouragement of child participation, rather than statements that indicate whether the child responded correctly to an item. **DO**

NOT PROVIDE CORRECTIVE FEEDBACK ON INCORRECT ITEMS - IT IS NOT APPROPRIATE DURING THE PELI ASSESSMENT.

Consult the testing booklet itself for specific administration directions during the assessment.

- Alphabet Knowledge Page 4 of your assessment manual
- Vocabulary and Oral Language Page 9 of your assessment manual
- Comprehension Page 19 of your assessment manual
- Phonological Awareness Page 26 of your assessment manual

Be familiar with the story book and the procedures prior to administering the assessment.

For scoring, use the assessment manual for scoring guidelines and questions about scoring. It is suggested that teaching staff familiarize themselves and practice the scoring prior to giving the assessment.

Once administered and scored, what do you do now?

It is suggested that you use the assessment information to:

1. Guide your instruction in areas where need is shown. This should be instruction for ALL of your students. This is called: **FIRST GOOD INSTRUCTION or Tier One Literacy!** If the assessment is showing that more than 20% of your students are struggling in an area, then this means you ***MUST MAKE IMMEDIATE CHANGES TO CLASSROOM INSTRUCTION TO MEET THE NEEDS OF EVERY STUDENT! Your first good instruction needs some tweaking!***
2. Start small! Choose one area to grow and develop in your students first. Please consult the Essential Instructional Practices in Early Literacy: <https://memspa.org/wp-content/uploads/2017/10/Booklet-FINAL-9.14.17.pdf> as you become more familiar with the process and are more comfortable, add other targeted assistance into your classroom instruction and interventions.
3. Individualized student instruction into small focus groups or 1:1 lesson. Those requiring some additional support, should be in small focus groups. Those needing intensive support should be part of focus groups and also receive individual support.
4. Progress monitor students for progress. If growth is occurring, continue with what you are doing, if there is no growth in your students for more than two weeks, re-evaluate and adjust your instruction and interventions to better meet the needs. ***This is fluid and ever changing.*** You need to find what works best for your students learning progress. Beginning of the year to middle of the year progress monitoring booklet: A Trip to Outer Space. Middle to end of the year progress monitoring booklet: Off to the Grocery Store
5. Consult your manuals for support in how to best meet the needs of your small groups and your individualized instruction. Creative Curriculum Volume 3 Literacy Booklet is an excellent resource. This Booklet has the information that supports what the research says as well as information on the teacher's role in promoting growth in specific areas:
 - a. Page 538 Vocabulary and Language.
 - b. Page 543 Phonological Awareness.
 - c. Page 548 Knowledge of Print.
 - d. Page 554 Letters and Words.
 - e. Page 559 Comprehension.
6. The PELI assesses children's familiarity with the four basic areas of literacy instruction. The less familiar children are with the areas, the worse they will do in the assessment. It is suggested that your classroom be built based on a strong literacy background! You have many resources at your fingertips: Creative Curriculum books, Mighty Minutes, Intentional Teaching Cards - each addresses specific areas of PELI in your first good instruction of students.

When is it best to assess? We are suggesting the following:

1. At the initial home visit or during open house or at a special time before school starts, administer the first benchmark assessment - a great way to quickly build rapport and see where you need to start with instruction!
2. Mid-year/semester, administer the second benchmark.

3. End of the year home visit or parent-teacher conference, administer the final benchmark.
4. Between benchmarks, progress monitor your students. At any given time, only 20% or less of your students should be progress monitored! Your First Good Instruction (tier one instruction) should be meeting the needs of 80% or higher of your students.

Excellent Whole Group and Interventions to Support the areas identified by the PELI:

- Phonemic Awareness: The Skills that they need to help Them Succeed! (PreK version) by Michael Heggerty, Ed.D.
- MLPP - digging deeper assessments to individualize student growth and progress
- 6 Minute Solutions by Sopris West
- Creative Curriculum Studies
- My Teaching Strategies; Family engagement information (for parent partnership)

Questions, Comments, or Concerns about PELI implementation contact your assigned Early Childhood Specialist or the Early Childhood Contact at coconnor@maisd.com

Appendix M: Transition for Shared Time Checklist

Activities	Date Completed
Set meeting schedule of support team	
Modeling in classroom strategies reviewed	
All previous/current IEP, behavior plans, supports are shared and duplicated for the Blended room teacher	
Children will have a transition plan going into the Blended room	
<ul style="list-style-type: none"> ● Children meet new teacher 	
<ul style="list-style-type: none"> ● Parents get to visit the new environment 	
<ul style="list-style-type: none"> ● Parents will meet the new teaching staff 	
MTS data shared	

Appendix N: Central Registry Clearance Form

CENTRAL REGISTRY CLEARANCE REQUEST Michigan Department of Health and Human Services

Copy Photo ID Here
or
Attach a Separate Page

SECTION 1 INFORMATION ON PERSON BEING CLEARED

Name, (First, Middle, Last)	Signature Required for Individual Being Cleared	Date
Also Known as Name (AKA)	Social Security Number	Date of Birth
Address	City	State Zip Code
Phone Number	Email	
<input type="checkbox"/> I am completing this for myself <input type="checkbox"/> I would like to pick up my results in _____ County (For Michigan Residents Only).		

SECTION 2 REQUESTER INFORMATION

Please Check Appropriate Box

Employer Volunteer Agency Adoption/Foster Care Home Screening Court/Law-Enforcement/Department of Corrections/Prosecuting Attorney
 Other _____

Name of Agency or Organization _____

Name of Requester _____

Address	City	State	Zip Code
Email	Fax	Phone Number	

Employers/Volunteer Agencies will ONLY receive responses of NO central registry if the person being cleared has approved this request with their signature. Employers/volunteer agencies will NOT receive notification if the name submitted has any central registry hits per CPL 722.627. For questions about completing this form, please contact the local Michigan Department of Health and Human Services, see attached contact list.

This clearance does not identify individuals who may have child abuse/neglect history in other states, territories or tribal trust land.

DHS-1929 (Rev. 2-18) Previous edition obsolete.

Appendix O: Michigan Child Care Background Check Form



STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS

Part 1 – Consent
Part 2 – Disclosure
Part 3 – Final Employment
Part 4 – Individual Rights
Part 5 – Applicant Information

MICHIGAN CHILD CARE BACKGROUND CHECK CONSENT AND DISCLOSURE

The Child Care Background Check Program is specifically for the comprehensive background check of licensed child care providers in the state of Michigan. The system will be used by:

- Licensed Family Child Care Homes
- Licensed Group Child care homes
- Licensed Child Care Centers
- Staffing Agencies for Licensed Child Care Centers
- Michigan Department of Education (License Exempt Facilities)

The following individuals connected to a licensed child care provider must have a comprehensive background check, to include FBI fingerprints:

- Applicants/licensees
- Licensee designees
- Program directors
- Child care staff members, includes contract and self-employed individuals
- Unsupervised volunteers
- Adult household members in child care homes

Refusal to submit to this comprehensive background check will result in being found ineligible to hold one of the above roles in a licensed child care facility in the State of Michigan.

Child Care Provider (this section is to be completed by the Child Care Provider)

Licensee Name: _____

Facility Name: _____

Facility License Number: _____

Name of Applicant: _____

The child care provider:

- Must not knowingly employ or allow an individual to have unsupervised access to children in care if that individual has been convicted of a disqualifying crime or is listed on a disqualifying registry.
- Must ensure that the individual has been fingerprinted and approved prior to allowing the individual to work in the child care facility, move into the home, and/ or have unsupervised access to children.
- May terminate the background check or decide not to hire the individual at any stage of the process.
- Must ensure that any background check information provided will only be used for the purpose of determining an individual's eligibility to be connected with a child care program.
- Must retain a copy of the signed Consent and Disclosure form on file at the child care facility.
- Must ensure that all individuals entered into the system for their facility meet the requirements for the comprehensive background check as outlined above.
- Must make the final decision regarding whether the individual is connected with the child care facility.

Part 1 – Consent to Conduct Background and Criminal Record Check (applicant consent)

As a condition of being considered for employment or connection with a child care facility:

- a. I hereby consent to and authorize the Department of Licensing and Regulatory Affairs to conduct a comprehensive background check that includes: 1) a review of the licensing database of individuals with previous disciplinary action within a child care center, group child care home, family child care home, or an adult foster care facility; 2) a search of the individual through the national and state sex offender registries; 3) a search of the individual through all state criminal registries or repositories for any states of residence in the past five years; 4) a request that the Department of State Police perform a criminal history check on the individual; and 5) a search of the child abuse and neglect registry for Michigan and any states of residence for the past five years.
- b. I understand that my personal information and biometric data, being submitted by Livescan, will be used to search against identification records from both the Michigan State Police (MSP) and Federal Bureau of Investigation (FBI) for the purposes listed above. I hereby authorize the release of my personal information for such purposes and release of any records found to the authorized requesting agency listed above.

During the processing of this application, and for as long as my fingerprints and associated information/biometrics are retained at the State and/or FBI, they may be disclosed without my consent as permitted by MCL 28.248 and the Federal Privacy Act of 1974, 5 USC § 552a, for all applicable routine uses published by the FBI, including the Federal Register and for the routine uses for the FBI's Next Generation Identification.

Routine use includes, but is not limited to, disclosure to: governmental or authorized nongovernmental agencies responsible for employment, contracting, licensing, security clearances, and other suitable determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

- c. I understand that refusing to the comprehensive background check or knowingly providing false information in connection with a background check will result in my being found ineligible.
- d. I understand that the child care provider will make the final decision regarding whether I am connected with the child care facility. I also understand that the child care facility may terminate the background check or decide to not allow me to be connected with the child care facility at any stage in the process.
- e. I agree to provide all the information necessary to conduct a comprehensive background check.

Applicant's Name (Printed) _____

Applicant's Signature _____ Date _____

Part 2 –Disclosure Statements (applicant disclosure)

Convictions for certain crimes, and/or being listed on certain registries, will make an individual ineligible to be employed at or connected to a child care facility. For more details on the convictions or registries, go to www.michigan.gov/ccbc.

Listed below are all offenses that I have been convicted of and/ or a substantiated finding of child abuse and/ or neglect was found. (Attach additional sheets if necessary).

Offense	Date of Conviction/ Finding	City	State

I certify that the above statements are correct and complete to the best of my knowledge and that failure to provide accurate information may result in a determination of ineligible.

Applicant's Signature

Date

Part 3 – Final Employment and Reporting Requirements

After a determination of eligible:

- a. I understand that if I am a child care licensee, licensee designee, and/ or program director, I am required to report to the department within 3 business days after I have been arraigned for or convicted for a crime listed in MCL 722.115r.
- b. I understand that if I am a child care staff member, I am required to report to the child care facility within 3 business days after I have been arraigned for or convicted for a crime listed in MCL 722.115r.
- c. A child care center licensee, licensee designee, or program director, group child care home licensee, and family child care home licensee shall report to the department within 3 business days after receiving a report from a child care staff member under subsection (b) or knows or reasonably knows that a member of the household has been arraigned for or convicted of 1 or more of the crimes listed in MCL 722.115r.
- d. If I fail to report an arraignment or conviction of a crime listed in MCL 722.115r and the crime involved in the violation is a misdemeanor that is a listed offense or is a felony, I am guilty of a felony punishable by imprisonment for not more than 2 years, a fine of not more than \$2,000.00, or both.
- e. If I fail to report an arraignment or conviction of a crime listed in MCL 722.115r and the crime involved in the violation is a misdemeanor that is not a listed offense, I am guilty of a misdemeanor punishable by imprisonment for not more than 1 year, a fine of not more than \$1,000.00, or both.

I certify that the above statements are correct and complete to the best of my knowledge.

Applicant's Signature

Date

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LARA is an equal opportunity employer/program.

Part 4 – Individual Rights

- a. I understand that upon my written request, the department will provide a copy of any disqualifying record information found on any of the relevant registries or databases.

- b. I understand that if I believe the results of any disqualifying information found on any relevant registry is inaccurate, it is my responsibility to contact the agency that maintains the registry to correct the registry information.

- c. I understand that if I believe the results of the criminal history fingerprint record are inaccurate, or if the conviction contained in the criminal history record is one that was expunged or set aside, I may file a redetermination request with the Department of Licensing and Regulatory Affairs.

Procedure to obtain a change, correction, or update of identification records:

If, after reviewing his/ her identification record, the subject thereof believes that it is incorrect or incomplete in any respect and wishes changes, corrections, or updating of the alleged deficiency, he/ she should make application directly to the agency which contributed the questioned information. The subject of a record may also direct his/ her challenge as to the accuracy or completeness of any entry on his/ her record to the FBI, Criminal Justice Information Services (CJIS) Division, ATTN: SCU, Mod. D2, 1000 Custer Hollow Rd., Clarksburg, WV 26306. The FBI will then forward the challenge to the agency which submitted the data requesting that agency to verify or correct the challenged entry. Upon the receipt of an official communication directly from the agency which contributed the original information, the FBI CJIS Division will make any changes necessary in accordance with the information supplied by that agency. (28 CFR § 16.34)

Applicant's Signature

Date

**THIS FORM MUST BE MAINTAINED IN THE EMPLOYEE FILE
AND SHALL BE MADE AVAILABLE TO THE CHILD CARE
LICENSING DEPARTMENT UPON REQUEST**

Address

Country _____ Address _____
City _____ State/Province _____ Zip _____ County _____

Add previous address as needed

Country _____ Address _____
City _____ State/Province _____ Zip _____ County _____

Add previous address as needed

Country _____ Address _____
City _____ State/Province _____ Zip _____ County _____

Phone/E-mail address

Phone Number _____
Email _____

Driver's License or State Identification

Number _____
State issued _____

Residency

Did applicant continuously reside in Michigan within the last five years? Yes No

Previous address (use additional paper, if applicable)

If No, you must complete previous addresses

Date of Residency From _____ To _____

Country _____ Address _____
City _____ State/Province _____ Zip _____ County _____

Add previous address as needed

Date of Residency From _____ To _____

Country _____ Address _____
City _____ State/Province _____ Zip _____ County _____

Appendix P: Mandated Reporting

All MAISD GSRP sub recipient staff and Montcalm Area Career Center MAISD GSRP Staff are responsible for compliance with Michigan Child Protection law.

CHILD PROTECTION LAW

Act 238 of 1975

AN ACT to require the reporting of child abuse and neglect by certain persons; to permit the reporting of child abuse and neglect by all persons; to provide for the protection of children who are abused or neglected; to authorize limited detainment in protective custody; to authorize medical examinations; to prescribe the powers and duties of the state department of social services to prevent child abuse and neglect; to prescribe certain powers and duties of local law enforcement agencies; to safeguard and enhance the welfare of children and preserve family life; to provide for the appointment of legal counsel; to provide for the abrogation of privileged communications; to provide civil and criminal immunity for certain persons; to provide rules of evidence in certain cases; to provide for confidentiality of records; to provide for the expungement of certain records; to prescribe penalties; and to repeal certain acts and parts of acts.

If an ISD staff member suspects the abuse or neglect of a student, he/she must file a report with Child Protective Services.

Child abuse means harm or threatened harm to a child's health or welfare that occurs through non-accidental physical or mental injury, sexual abuse, sexual exploitation, or maltreatment, by a parent, a legal guardian, or any other person responsible for the child's health or welfare or by a teacher, a teacher's aide, or a member of the clergy. Note. DHHS does not investigate child abuse by a teacher, teacher's aide or a member of the clergy. DHHS will transfer these types of complaints to law enforcement.

Child neglect means harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any other person responsible for the child's health or welfare that occurs through either of the following:

- Negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care.
- Placing a child at an unreasonable risk to the child's health or welfare by failure of the parent, legal guardian, or other person responsible for the child's health or welfare to intervene to eliminate that risk when that person is able to do so and has, or should have, knowledge of the risk.

To file a report:

1. Contact your supervisor to share your concerns
2. Complete the DHHS-3200 form.
3. Call
 - Children's Protective Services
 - Daytime Phone- (989) 831-8400
 - After Hours Phone- (989) 831-5253
 - Adult Protective Services
 - Daytime Phone- (989) 831-8400
 - After Hours Phone- (989) 831-5253
4. Mail form to:
 - Montcalm County DHHS, PO Box 278, Stanton, MI 48888
 - Keep a copy for your records.