



**Great Start Readiness Program (GSRP)  
Administrative Guidelines  
Montcalm Area Intermediate School District (MAISD)  
Sub Recipients Staff Policy and Procedures  
2024-2025**

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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 the State of Michigan GSRP implementation manual. For details see: <https://www.michigan.gov/mileap/early-childhood-education/early-learners-and-care/gsrp/resources/implementation-manual>

## **Beliefs 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. SmartTeach is a child assessment tool that supports this process in the classroom.

We believe children profit from the opportunity to make choices. 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 independent, unique human beings. GSRP uses creative curriculum as a tool to facilitate this learning process in the classroom. GSRP uses SmartTeach as an assessment tool to help individualize instruction to meet each child's educational needs.

## **Philosophy of the Great Start Readiness Program**

### **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**

- Sub recipients will use the provided written philosophy statement that was approved by administrators, GSRP staff, and the MCGSC. Alignment with MCGSC priorities is key to building a comprehensive whole child approach.
- The 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.
- Sub recipients are responsible for widely promoting the philosophy statement, such as through websites, recruitment materials, classroom newsletters, parent bulletin boards, parent handbook, etc.
- 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: “The materials are funded through a grant provided by the Michigan Department of Lifelong Education, Advancement, and Potential.”
- 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 the 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 subrecipient 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 child allocation and data collection and reporting requirements. See GSRP Implementation Manual for details: <https://www.michigan.gov/mileap/Early-Childhood-Education/early-learners-and-care/gsrp/Resources/Implementation-Manual>
- 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/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/CCLB/BCAL\\_PUB\\_8\\_3\\_16.pdf?rev=9f82338ff1b44a468112dc40b80b4627](https://www.michigan.gov/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/CCLB/BCAL_PUB_8_3_16.pdf?rev=9f82338ff1b44a468112dc40b80b4627)
- 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. Subrecipients 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 documentation on Dropbox that follows 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/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/CCLB/BCAL\\_PUB\\_8\\_3\\_16.pdf?rev=9f82338ff1b44a468112dc40b80b4627](https://www.michigan.gov/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/CCLB/BCAL_PUB_8_3_16.pdf?rev=9f82338ff1b44a468112dc40b80b4627)
- 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 “The materials are funded through a grant provided by the Michigan Department of Lifelong Education, Advancement, and Potential.”
- Notices of the availability of the center’s licensing notebook. The notice must include all 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 childcare licensing website at [www.michigan.gov/michildcare](http://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](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](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 subrecipient budgets, as necessary. The MAISD Business Office will communicate budget adjustment through email. Subrecipients will submit budget amendments to MAISD.
- Subrecipient 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, in accordance with the subrecipient approved budget.
- 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. Subrecipients must recoup the maximum reimbursement available to them before expending GSRP funds for the provision of meals and snacks. Food service for teaching teams can be charged to the GSRP budgets. **Documentation of food services used must be in the classroom binder.** The 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 sites 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

- QR Code to MAISD Handbook is in the binder
- Add local handbook options if you have added local information to the GSRP handbook in addition to the MAISD GSRP handbook. (This should include any district paperwork).
- Philosophy Statement
  - QR Code to Policies and Procedures is in the binder
  - QR Code to GSRP Implementation is in the binder
  - Include any additional information that you provide to your families, regarding instructional practices.
- Curriculum Model
  - Add a copy of your classroom daily schedule
  - Add approved ECS classroom daily schedule review form
- Examples of Lessons
  - Add examples of your classroom lesson plans that reflect your Creative Curriculum instruction.
    - Fall Checkpoint
    - Winter Checkpoint
    - Spring Checkpoint
- Parent Involvement Records
  - Add three examples of tools used to support parent engagement in the classroom.
  - Add one example of home visit documentation (30-minute documents and staff and parent signatures).
  - Add three examples of any other documents that you use to capture parent involvement activities in your classroom.
  - Add one example of your newsletter.
  - Add a picture of your community bulletin board
  - Add a copy of the Kindergarten Transition Activities checklist
  - Date sent to Cari O'Connor: \_\_\_\_\_
  - Data Team meeting parent involvement
    - November Data Meeting Parent Requirement Met YES or NO
    - March Data Meeting: Parent Requirement Met YES or NO
    - May Data Meeting: Parent Requirement Met YES or NO
  - SAC meetings parent involvement
    - November SAC Meeting Parent Requirement Met YES or NO
    - March SAC Meeting Parent Requirement Met YES or NO
    - May SAC Meeting Parent Requirement Met YES or NO
- DHHS
  - Add examples of clearance forms & correspondence to parents about obtaining the clearance information. \*Blackout names on any documents
- Meal and Snack Compliance
  - Add classroom breakfast menu
  - Add lunch menu
  - Add snack menu
  - Documentation of meal/snack reimbursement plan (i.e. NSLP, CACFP or both) or the required waiver form (if applicable).
  - Program compliance: Citation Document, Compliance Plan, and Action Plan (if applicable).
  - Completed food service spreadsheet provided by MDE (if applicable).

- Childcare License
  - Add documentation in the binder to support licensing compliance, a copy of the current valid license.
  - Add citations, compliance plans, and/or action items (as applicable).
- Supplementary Childcare Licensing Records
  - Add fire inspection (copies from licensing notebook).
  - Add playground inspection (copies from licensing notebook).
  - Include 2024-2025 classroom inventory list clearly identify the items that have been purchased with GSRP funding.
- Program Evaluation Plan
  - Add Individual classroom CLASS Feedback as provided by ECS.
  - Add the Spring data team review guide and agenda
- Program Profiles of Child Outcome Data
  - Add file audit review feedback form and compliance plan information.
  - Add K-2 Follow Surveys & completed results.
  - Add end of year Spring SmartTeach Snapshot Report
  - Add Teaching Team Growth Plan with signatures
- Personnel Records
  - Add copies of degrees and teaching certificates for all GSRP Staff.
    - Lead Teacher
    - Associate Teacher
    - Other classroom staff
  - Add copies of professional development logs for all GSRP Staff (including curriculum and assessment certificate).
    - Lead Teacher
    - Associate Teacher
    - Other classroom staff
  - Add a copy of the teaching team’s annual evaluation results completed by the administrator on record or evaluation assurance signature document
  - Date sent to Cari O’Connor \_\_\_\_\_
- 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
  - Evidence of referral information provided

- Classroom ratio meets implementation manual standards
- Classroom meets licensing standards

**Illness Policy & Procedures (see GSRP Handbook for further details)**

Attendance is 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 degrees 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 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.

<b>Disease/Illness Symptoms</b>	<b>When a Child and/or Stay May Return</b>
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 antibiotics for 24 hours.
Chicken Pox	After 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 a 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 areas should be covered
Scabies	After 24 hours of physician prescribed treatment
Unidentified Rash	With physicians clearance (need to provide note from physician)
Meningitis	With physicians clearance
Influenza	With physicians 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.

**Students with chronic headlice issues at school (three or more incidences) should be referred for additional community support services.**

**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 all pest management techniques used to manage pests in and around classrooms. Where classrooms are in operating school buildings that local district police 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 our 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 the copy home to the parents.

### **Accident, Serious Injury, Illness, Death, Fire Reporting**

Definition of emergency: Where one or many are sick or injured. My 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
5. if appropriate
6. Do not move severely injured person, or give medication without doctor's order
7. 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).

**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 subrecipient contracts are housed and maintained by 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 subrecipient 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 Nexus include 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 funding. 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 funding, 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
- Evidence of referral information provided

### **Closure Procedures**

#### **MAISD Procedure:**

##### **Subrecipient Declines to Participate in GSRP**

The sub recipient will notify the MAISD in writing of intent to terminate the contract and no longer offer GSRP services. 30-day notice is required. All materials purchased with grant funds need to be returned to the ECC.

##### **Subrecipient 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 funding.



- 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 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:

- Subrecipients 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 (a local administration responsible for progress, ECC will monitor completion).

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 subrecipients 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
- Subrecipients will inform ECC via email of staff turnover and replacement staff and include their credentials within **10 days of staff reassignment and if necessary a timeline for staff exits for finding a permanent replacement.**

If subrecipient staff are not properly credentialed, a compliance plan with a Preschool Educator Preparation Plan of Action (PEPP) will be implemented. The compliance plan will be monitored by the ECC and follow the guidance as outlined in the GSRP Implementation manual, Section: Center- based Model, Staffing Noncompliance. Noncompliance plans must be completed within a three-year period. (i.e., compliance plans can only be approved for up to three years even with three different sites). Classrooms may only operate for up to three years with a compliance plan in place for staff. PEPP and compliance plans will be monitored by the ECC.

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 SmartTeach 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 with 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 meaningful 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 support on curriculum and assessment resources and to attend professional development events.

#### **MAISD Policy:**

Each sub-recipient shall promote participation in the MCGSC Family Coalition, which serves as the active and engaged community advisory committee, the Family 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 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 decision 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 (MCGSC), the MCGSC Family Coalition, and the GSRP School Readiness Advisory Council (SAC).
- File audit, annually 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 family coalition activities.
- Sub recipients will conduct two home visits with each enrolled child and two parent teacher conferences.
- Implement parent portal in SmartTeach tool
- Follow GSRP annual calendar with mandatory meetings and professional developments.
- The GSRP handbook will be provided to all GSRP parents. This is the only approved handbook to be distributed to GSRP classrooms.

### **Database 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. SmartTeach 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 support that is committed to keeping students in the assigned classroom must be data driven and be put into place to support child participation and safety.

Teaching teams and administrations may request child specific support 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 administration 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/mileap/Early-Childhood-Education/early-learners-and-care/gsrp/Resources/Implementation-Manual>) or contact Early Childhood Contact, Cari O'Connor, [coconnor@maisd.com](mailto: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 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, SmartTeach 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 SmartTeach

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 the 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 always supervise volunteers. ***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 years 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**

Everyone 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 in 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 instances 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 the 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 provide supervisor for children must meet all 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 clear 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 Nexsys, the Michigan Student Data System (MSDS), and the Online CLASS for submitting data. MAISD will ensure that subrecipients submit data to early childhood system data collection efforts such as Child Care Licensing and Great Start to Quality. MAISD will require subrecipient participation at a minimum of enhancing quality in the Great Start to Quality system to receive funding. GSRP subrecipients must minimally have the following quality ratings in the Great Start to Quality (GSQ) system: enhancing quality, enhancing quality validated, demonstrating quality to be considered for GSRP 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 from 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 supports 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 SmartTeach. Creative Curriculum is the supported curriculum as stated in the sub recipient contracts. MAISD monitors fidelity of Creative Curriculum 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 SmartTeach 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 roles 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 SmartTeach:

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.

### **SmartTeach**

SmartTeach is an online assessment system that is based on 36 objectives for development and learning that are predictors of school success, based on school readiness standards. Creative Curriculum is the



curriculum that directly aligns with the SmartTeach 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. SmartTeach 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, SmartTeach concentrates on learning objectives for each child in the classroom.

Per Sub Recipient Agreements: All Teachers and Teacher Assistants must use (enter information into) SmartTeach 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. Checkpoint 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 parent 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 SmartTeach. Creative Curriculum is the supported 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 SmartTeach 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 administration 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 2024-2025:**

*\*\* Tools and practices to be used in conjunction with Creative Curriculum not as a replacement of the approved curriculum per GSRP Implementation Manual.*

#### **Heggerty Phonemic Awareness**

Heggerty Phonemic Awareness is not research validated approved GSRP 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 quick 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 can 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 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 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.” Many are using kindergarten programming that is not developmentally appropriate for 4-year-olds. Any classroom that is incorporating Handwriting without tears must have preschool programming materials and be formally trained before implementation. The responsibility of these resources for GSRP teaching teams lies with the sub recipient as GSRP funds cannot be spent on non-approved GSRP curriculum materials.

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 give 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 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. Materials must also be plentiful for children to explore on their own, with the 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.

### **AI’s Pals**

AI’s Pals is a Social-Emotional Learning (SEL) curriculum for preschool that provides young children with the skills to prepare for life’s challenges through interactive lessons, engaging puppets, original music, and impactful teaching approaches.

- Cultivate Conflict Resolution and Problem-Solving Skills
- Help Children Manage Feelings and Behaviors
- Build Positive Relationships & Prevent Bullying
- Create Caring, Cooperative Classrooms
- Teach Children to Make Healthy Choices

- Build Authentic Family Partnerships

## **Supplementation Assessment Tools Approved for 2024-2025:**

### **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 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. Sub recipients will enter data into their local ALO accounts and provide ECC with PELI reports at minimum of three times a year as reflected so data can be used for data team review at the classroom, district, and MAISD level.

### **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 SmartTeach:**

- 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><b>Highlighted Tool:</b> PELI (Pre-School Early Literacy Inventory)</p>	<p><b><u>Does Tool Measure Relevant Skills?</u></b> <b>(NELP Findings)</b> <b>Strong Indicators of Early Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• Alphabet Knowledge</li> <li>• Phonological Awareness</li> <li>• Phonological Memory</li> <li>• Oral Language (Definitional Vocabulary; Listening Comprehension; Grammar)</li> </ul> <p><b>Moderate Indicators of Early Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• Visual Processing</li> <li>• Oral Language (Expressive/Receptive Vocabulary)</li> </ul>
<p><b><u>Is Tool User Friendly?</u></b></p> <ul style="list-style-type: none"> <li>• Time to administer – 15 minutes</li> <li>• Ease of administration – easy, side by side, book reading</li> <li>• Cost – \$100 materials, free per pupil for online recording</li> </ul>	<p><b><u>Are Technical Characteristics Adequate?</u></b></p> <ul style="list-style-type: none"> <li>• Reliable, valid, accurate - yes</li> <li>• Sensitive to individual skill growth/adequate progress - yes</li> <li>• Designed for multiple administrations each year – yes</li> <li>• Research report available online</li> </ul>
<p><b><u>Is Understanding and Use of Data Evident?</u></b></p> <ul style="list-style-type: none"> <li>• Ease of obtaining and interpreting results – online access</li> <li>• Connected to SmartTeach? - yes</li> <li>• Cut-off scores available – yes</li> <li>• Planning for instruction is evident from results - yes</li> <li>• Data may be entered on-</li> <li>• line/report options - yes</li> </ul>	<p><b><u>Is Tool Culturally Sensitive?</u></b></p> <ul style="list-style-type: none"> <li>• Language formats – English only, working on Spanish</li> <li>• Content -</li> <li>• Normative scores with diverse populations - no</li> </ul>
<p><b><u>Is Tool Compatible with Adopted Curriculum?</u></b></p> <ul style="list-style-type: none"> <li>• Skills measured are congruent/correlated – yes it enhances specificity of literacy development in CORE and GOLD</li> </ul>	<p><b><u>Are Parents Included as Partners?</u></b></p> <ul style="list-style-type: none"> <li>• Parent friendly information exchange and support –results pages</li> <li>• 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)</li> </ul>

**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 pf 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. ***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 records 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:**

Subrecipients found out of compliance in any aspect of the grant will receive a written warning from the ECC. The ECC will document the written 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 from subrecipient 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 to gauge community needs in terms of GSRP enrollment opportunities and the needs of enrolled families with in MAISD.

#### **MAISD Procedure:**

- 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 funding, participation in free and reduced meal plans, etc. Status of Young Child report may be considered as a substitute.
- Using 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.
- The annual GSRP allocation plan shall be presented to the Montcalm County Great Start Collaborative for discussion, possible amendment, and endorsement.
- The MAISD is responsible for timely submission of the GSRP Implementation Plan to the Michigan Department of Education per the prescribed timeline.



## **Funding 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 funding 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 funding are distributed to the existing GSRP providers in good standing within the ISD service area, based on capacity. The following funding distribution plan has been developed to ensure all eligible at-risk four-year-old children in Montcalm County have access to high quality preschool.

- 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).
- Funding Allocation Plan review and approval at the MCGSC board.
- 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 in working with existing providers to improve quality and expand potential partners through a variety of measures including local training opportunities.
- Publicly announce GSRP funding allocation for the county once MDE has released the allocations for 2024- 2025 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 the complete GSRP Implementation Manual, licensing requirements and other program information.
- 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.
- 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 CNAA information process. The first order of allocation will occur with Community Partners to meet the 30% requirement. The second order of allocation will be to existing providers using the identified point system. If the 30% requirement is unable to be met, the remainder of the funding will be added to the pool (using the identified point system)

to determine slot allocation for the remainder of funding 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.

- There is a need to build partnerships with other providers to be able to fill GSRP funding to attempt to meet the 30% requirement. WRRRC 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.
- 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.
- If 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, GSQ improvement system to reflect on their practices, also must be willing to participate in the GSRP School Readiness Advisory Council quarterly meetings. In addition, the CNAA is used to identify where gaps in free preschool programs exist. These priorities will continue to be addressed in the slot allocation scoring process.
- 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.
- Priorities identified by the MCGSC will determine GSRP sub recipients slot allocation: Ability to operate a quality program (childcare licensing options, CLASS, 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 poverty rates; will determine funding allocation. Great Start to Quality rating will be included in the review of each sub-recipient questionnaire/application. The MAISD will require continuous quality improvement plans for all GSRP classrooms regardless of quality rating. Community based organizations will receive the same opportunity and consideration as a local school district public entity.
- Thus, if there are more funding requested by sub recipients than allocated for the MAISD area, funding 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.**
- 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 implementation 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.
- Extended 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 funding allocation awards.
- Local Appeal Process for GSRP Community Partner conflicts (non- awarded or award funding 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.

### **GSRP Start Up Grant Activities**

Public Act (P.A.) 120 of 2024 included additional funding for new or expanded Great Start Readiness Program (GSRP) classrooms; see Appendix A the end of this document for additional details in utilizing these funds.

FY25 Definitions are as follows: “New classroom” is defined as one that is operating for the first time as a GSRP classroom for 2024-25. “Expanded classroom” is defined as a classroom that did not previously receive a start

up grant and is increasing capacity in an existing GSRP classroom by a minimum of 10%.

Eligibility of Start-up funds for subrecipients is a classroom that meets one of the above definitions is eligible. A subrecipient may receive a start-up grant for more than one classroom: each being a different classroom. Classrooms awarded a start-up grant in Rounds 1-4 of FY24 are not eligible for an additional start up grant.

### **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 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, 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:**

- The Early Childhood Contact shall encourage participation from GSRP sub-recipients within the MCGSC.

- Each GSRP sub-recipient classroom teaching team and classroom parent representation will be represented at the GSRP School Readiness Advisory Council.
- 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.
- The MAISD will retain agendas and/or minutes from GSRP School Readiness Advisory Council evidence of local community partnerships.
- 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/mileap/early-childhood-education/early-learners-and-care/gsrp/resources/implementation-manual>) Recruitment and Enrollment section.

#### **MAISD Procedure:**

- Admittance to GSRP programs must follow MDE prioritization process outlined in the Implementation Manual and be in accordance with practices identified by the MCGSC.
- Program must enroll age eligible children based on income-level prioritization (federal program level quantiles). Joint recruitment (one application) process will:
  - Determine potential eligibility of the child for Head Start.
  - If the child is determined Head Start eligible, follow the Joint Recruitment enrollment process.
  - 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 to be utilized to capacity).

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 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 (resident school district). Sub recipients notify parents of eligibility and start enrollment process based on prioritization. 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 are defined as 4 by 9-1-2024, extended to children who are 4-year-old by (9/2 – 12/1 birthdates). Three-year-old are not eligible to be served by GSRP.**

#### **Documentation of Forwarded Applications**

- 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.
- It will be the responsibility of the sub recipient to update the Dropbox file with applications sent by Eight CAP, Inc. this update will be completed by the first Monday of each month. This update will include all applications sent to the subrecipient staff per program by Eight CAP, Inc. in the previous 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 updated a monthly.
- 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.
- Subrecipients will update Dropbox minimally by the first Monday of the month.

#### **Documentation of Enrollment**

- Drop Box will be used to record all students enrolled in each preschool program classroom.
- It will be the responsibility of the subrecipient 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 first Monday of the month.
- Head Start will use a Drop Box file to document Head Start enrollment and waitlists.

- GSRP students will continue to be enrolled in open seats at the sub recipient level through March 1, 2025.
- GSRP subrecipient 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**

- 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 are full before releasing children to other GSRP subrecipient programs. Documentation of each release will be in the child’s file.
- 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.
- The 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. Subrecipient programs should keep a copy of this form for any future auditing purposes.
- 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 for process.
- 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 Joint Recruitment exemption committee will be held in August. See exemption form for further details.
- 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.

Subrecipients must prioritize applicants, enrolling qualifying children according to the Eligibility and Prioritization Flow Chart who reside in the sub recipient county first. In the event of space issues out of county applicants may 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**

Accepting children residing within the MAISD district within resident district. All subrecipients must ensure that prioritization process for enrollment is followed. 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 funding within the next lowest quintile.

Programs must enroll children based on income-level prioritization:

- Priority admittance begins with resident 4-year-old (by 9/1) children living in families between 0- 50% FPL, then proceeds to children in families between 51-100% FPL, 101-150% FPL, 151-200% FPL, 201-250% FPL, and then 250%-300% FPL.
- 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.
- If the number of eligible applicants exceeds the number of funding, then the program must use all risk factors within the affected income quintile to make enrollment decisions.
- If after enrolling all eligible resident 4-year-old children up to 300% FPL and funding are available, then up to 15% of the program's total number of allocated funding may be filled with resident children living in family's 300%+ FPL, with 2 risk factors and then 300% + FPL with 1 risk factor. The over income allocation will come from the ECC prior to GSRP enrollment of over income children.
- Admitted resident children with 300%+ FPL must be prioritized using a system of number of risk factors; largest number of risk factors served first. Resident children with 300%+ FPL may only be admitted after the neediest children have been served. Children with 300% 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.
- After age, income eligible and over income four-year old's needs have enrolled. Late fall birthdates for 4 year-olds (9/2 – 12/1 birthdates) that are residing within the MAISD that are

under 300% of poverty, IEP with inclusion, homeless, foster care, can be enrolled with permission from the ECC after all eligible four-year-old (4 years old by 9/1) in the MAISD are enrolled.

- After age and income eligible and over income four year old children have enrolled; children that have late birthdates that are over income with risk factors 300%-350%; then 351% and above that reside within the MAISD may be enrolled if there is capacity.
- After resident children are processed, non-resident children will follow the same prioritization system as above. See MAISD GSRP timeline and prioritization for further break down.
- Repeat above a-h priority applying to children with birth dates between 9/2/23 and 12/1/23 birthdates.

**Accepting Children Outside of MAISD (ISD) District:**

1. The MAISD ECC will decide if a participating sub-recipient within the MAISD may enroll or not enroll children from neighboring ISD in their GSRP programs based on funding availability and capacity (Cross ISD agreements must be in place). 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 in programs. 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 may 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 is capacity 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 within the MAISD. Documentation exchange between the ISD's will occur between the ECC and the resident ISD contact established. They will ensure that the age eligible children living with families whose income is in the lowest quintile are served first, then filling funding within the next lowest quintile, age prioritization and so on.

**Programs must enroll children based on income-level prioritization:**

- Priority admittance begins with resident 4-year-old (by 9/1) children living in families between 0- 50% FPL, then proceeds to children in families between 51-100% FPL, 101-150% FPL, 151-200% FPL, 201-250% FPL, and then 250%-300% FPL.
- 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.
- If the number of eligible applicants exceeds the number of funding, then the program must use all risk factors within the affected income quintile to make enrollment decisions.



- If after enrolling all eligible resident 4-year-old children up to 300% FPL and funding are available, then up to 15% of the program's total number of allocated funding may be filled with resident children living in family's 300%+ FPL, with 2 risk factors and then 300% + FPL with 1 risk factor. The over income allocation will come from the ECC prior to GSRO enrollment of over income children.
  - Admitted resident children with 300%+ FPL must be prioritized using a system of number of risk factors; largest number of risk factors served first. Resident children with 300%+ FPL may only be admitted after the neediest children have been served. Children with 300% 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.
  - After age, income eligible and over income four-year old's needs have enrolled. Late fall birthdates for 4 year-olds (9/2 – 12/1 birthdates) that are residing within the MAISD that are under 300% of poverty, IEP with inclusion, homeless, foster care, can be enrolled with permission from the ECC. Only after all eligible four-year-old in the MAISD are serviced (4 years old by 9/11).
  - After age, income eligible and over income four-year old's children have enrolled; children that have late birthdates that are over income with risk factors 300%-350%; then 351% and above that reside within the MAISD.
  - After resident children are processed, non-resident children will follow the same prioritization system as above. See MAISD GSRP timeline and prioritization for further break down.
  - After 9/2/23 repeat above a-h priority applying to children with birth dates between 9/2/23 and 12/1/23 birthdates.
3. During the enrollment process, those sub-recipients accepting out of county students must ensure and document 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 2024-2025 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 in capacity consideration. This information will be used to calculate when all MAISD GSRP funding is used 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 funding for those children.
  5. MDE funding allocation allows for sub recipient in good standing to be held harmless. It is unlikely MAISD will need to take back funding from sub-recipients if funding have not been filled by 10/1/24.
  6. Out of county GSRP, students will be funded by MAISD funding. 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 funding is depleted due to currently 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 Outside Who Reside Within MAISD Resident Districts:** (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.

### **MCGSC/GSRP Area-Wide Advisory: GSRP School Readiness Advisory Council/Parent Family Engagement**

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 meet at least 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 administrations.

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

Refer to the Family Involvement section for more information on family 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 SAC 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.
- Family involvement.
- CLASS 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 a GSRP log and grant statement. GSRP preschool annual report will be shared with MCGSC.

**MAISD Procedure:**

- See Monitoring Subrecipients section in the implementation manual for guidance on requirements: Section: ISD Administration of GSRP page four of 14.
- 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 subrecipient 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
  - SmartTeach 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 37, School Readiness Advisory Council)*

### **MAISD Procedure:**

MAISD requires subrecipient 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, coaches, teaching consultants, subrecipient 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 CLASS 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 support to sub recipients, staff, and children. Data patterns may reveal a need for ISD-wide goals for improvement and professional development

MAISD will require subrecipient participation at a minimum of enhancing quality in the Great Start to Quality system to receive funding. GSRP subrecipients must minimally have the following quality ratings in the Great Start to Quality (GSQ) system: enhancing quality, enhancing quality validated, demonstrating quality to be considered for GSRP funding.

1. The MAISD shall be responsible for the following:
  - a. Ensure the use of Creative Curriculum and SmartTeach 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:
    - i. The ECS is a Reliable assessor and will complete the CLASS

- ii. 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 SmartTeach 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 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).
    - 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.).

### **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 to fully meet the needs of all children making the transition from preschool programming 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 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 students 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.
- SmartTeach 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 within the MAISD. They range from \$558-\$965. Total transportation costs per child will be provided to the MAISD on or before December 1, 2024.

**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, 2024. 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:

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

**Round One:**

- Sub recipients operating a full day program and that provide transportation to and from the program will receive \$300 per student (\$150 per child) 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 the 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. Other attendance information upon request may be needed. Children who exit the program must be recorded within 5 business days with an exit date in Dropbox file and MSDS spreadsheet.

**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:**

- 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.
- Written agreements will include agreement for services, financial considerations, and verification of agreement.
- Written agreements will be mailed to sub recipients prior to the school year.
- Sub-recipients are to return signed agreements by the 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/mileap/early-childhood-education/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 classroom inventory will be kept in the GSRP classroom binder. Classroom closures will result in materials being returned to the MAISD ECC.

## **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 Street, Suite C, Stanton MI 48888 or [coconnor@maisd.com](mailto: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 in 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](http://www.michigan.gov/gsrp) for more information

For the 2024-2025 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 old.

### **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 618 W Main Street, Suite C, Stanton MI 48888 or [coconnor@maisd.com](mailto:coconnor@maisd.com) until 4:00 pm EST September 9th, 2024. 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, 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](http://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. As part of the prioritization process, **GSRP risk factor are needed to determine enrollment.**

- **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 SmartTeach.
- 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.
  - Extended day preschool program operates five days per week, staff must have paid time for planning, professional development, and parent involvement. 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.
- 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**

#### **Request for Proposal Timeline:**

All proposals in response to this RFP are due no later than 4 pm EST September 9, 2024.

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, 2024.

Upon notification, contract completion and budget planning will begin immediately. Contracts will need to be signed and returned by October 1, 2024, to ensure that all funds are committed.

Notifications to bidders who were not selected will be completed by October 1, 2024.

**Project Timeline:**

2024-2025 Grants funds are awarded by August 30, 2024, and can be used for GSRP operation through July 1, 2025.

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.
- Extended day preschool program operates five days per week, staff must have paid time for planning, professional development, and parent involvement. 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.

**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 SmartTeach online child assessment system. MAISD holds 9% from each slot (4% admin, remainder is for program costs).

MAISD shall pay award sub recipient based on program type choose. Contact the ECC for specific reimbursement rates per child at [coconnor@maisd.com](mailto:coconnor@maisd.com).

**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](#)

**Great Start Readiness Program Start Up Grant FY 25 Round 1**

Public Act (P.A.) 120 of 2024 included additional funding for new or expanded Great Start Readiness Program (GSRP) classrooms; see the end of this document for section 32d(29).

This guidance will inform intermediate school districts (ISDs) and consortia of ISDs about which classrooms qualify for the funding and how those funds may be used.



**FY25 Definitions:**

“New classroom” is defined as one that is operating for the first time as a GSRP classroom for 2024-25. “Expanded classroom” is defined as a classroom that did not previously receive a start up grant and is increasing capacity in an existing GSRP classroom by a minimum of 10%.

**Eligibility:**

A classroom that meets one of the above definitions is eligible. A subrecipient may receive a start up grant for more than one classroom. Classrooms awarded a start up grant in Rounds 1-4 of FY24 are not eligible for an additional start up grant.

**Funding:**

The FY25 Round 1 start up grant application is being made available in September 2024 for additional new or expanded classrooms scheduled to be open and serving GSRP children by February 19, 2025.

Important information about FY25 start up grants:

- Each eligible classroom will receive a start up grant of \$25,000 unless requests exceed available funding. If requests exceed available funding, grants will be prorated.
- Classrooms receiving a start up grant in Round 1 that do not successfully enroll GSRP children by the close of the 2025 Early Childhood Spring Collection reporting window will have remaining funds recaptured.
- Additional rounds of start up grant funding will be made available as funds permit. To assist ISDs with planning, this table indicates the expected timeline:

**Planned timelines for FY25 Start-Up Funds**

		<b>Release</b>	<b>Due</b>	<b>For classrooms that will be opened and serving children by</b>
Current	Round 1	Sept. 26	Oct. 10	Feb. 19, 2025
Proposed	Round 2	Oct. 30	Nov. 6	Feb. 19, 2025
Proposed	Round 3	March 19	April 9	Sept. 30, 2025
Proposed	Round 4	June 18	June 25	Sept. 30, 2025

- Start up funds must be expended by September 30, 2025. Unspent funds will be recaptured.
- Funding awarded for new or expanded programs must be paid in full to the subrecipient operating the classroom(s) and may be used for the following purposes in accordance with the GSRP Implementation Manual:
  - Attracting, recruiting, retaining, and licensing required classroom education personnel to staff new or expanded classrooms, e.g., fingerprinting fee, training or additional education, hiring incentives, etc.
  - Facility improvements or purchasing facility space, e.g., costs associated with meeting licensing requirements, replacement of outdated fixtures, flooring, windows, etc.
  - Outreach materials necessary for public awareness and for costs associated with enrolling eligible children in new or expanded classrooms, e.g., recruitment advertisements, promotional materials, etc.
  - Costs in each new or expanded classroom associated with improving a provider’s great start to quality rating, e.g., curriculum and assessment materials, required professional development, classroom supplies, materials, and equipment.

### **Reporting:**

Supporting documentation will not be required with the funding request or prior to expending the start up grant. At the end of the grant expenditure period, ISDs will be required to report total spending in each of the allowable categories identified above in the Final Expenditure Report (FER) Excel Template provided. ISDs will also be asked to provide identifying details on each of the classrooms that receive start up grant funding.

- FY25 Round 1 Start Up Grant expenditures will be reported via a Final Expenditure Report (FER) due October 30, 2025. **Carryover of Round 1 start up grants will not be allowed. Unspent funds will be recaptured,**

ISDs will be expected to follow their set policies and procedures regarding the use of GSRP funds. The budget(s) and proof of expenditures for each start up grant must be maintained at the ISD.

### **P.A. 120 of 2024 Sec. 32d**

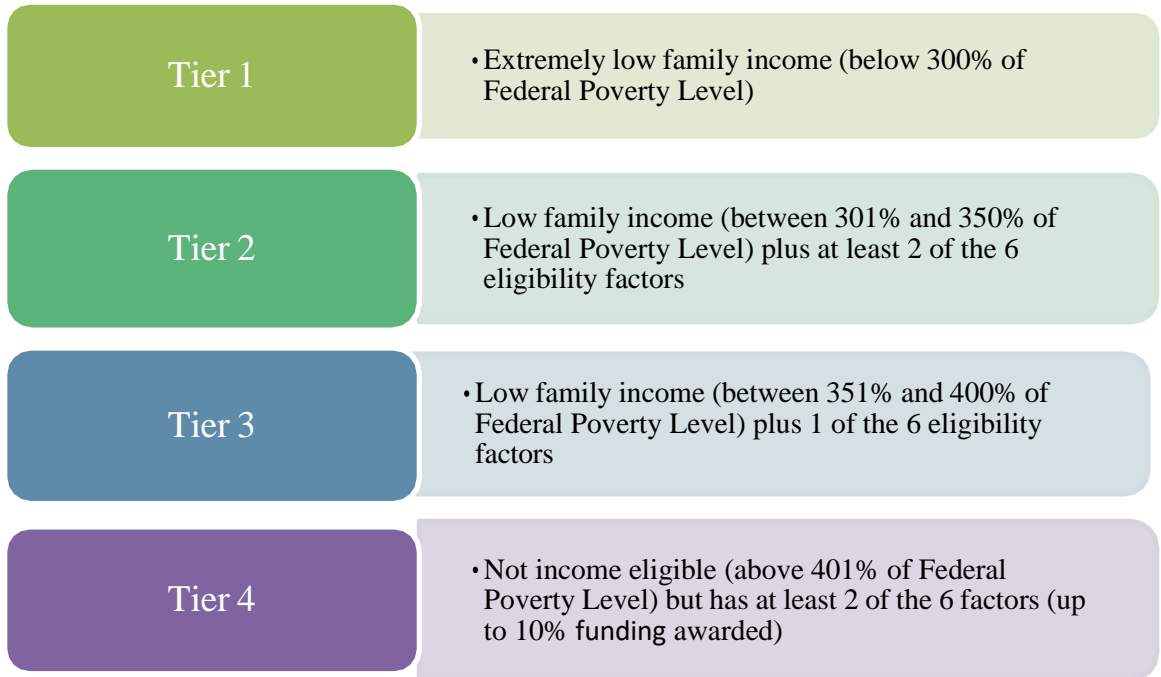
(29) In addition to the allocation under subsection (1), from the state school aid fund money appropriated under section 11, there is allocated an amount not to exceed \$25,000,000.00 for 2024-2025 only for classroom start up grants to intermediate districts and consortia of intermediate districts for new or expanding great start readiness classrooms. All of the following apply to funding allocated under this subsection:

- (a) To receive funding under this subsection, intermediate districts and consortia of intermediate districts must apply for the funding in a form and manner prescribed by the department of lifelong education, advancement, and potential.
- (b) The department of lifelong education, advancement, and potential shall pay an amount not to exceed \$50,000.00 for each new or expanded classroom. If funding is insufficient to fully fund all eligible applicants, the department of lifelong education, advancement, and potential must prorate the per-classroom amount on an equal basis. If the allocation is not fully paid in the current fiscal year, the department of lifelong education, advancement, and potential may award any remaining funding during fiscal year 2025- 2026 for each new or expanded classroom at an equal amount per classroom, based on remaining available funds, not to exceed \$50,000.00 per classroom.
- (c) Funds received under this subsection by intermediate districts and consortia of intermediate districts must be paid in full to the entity operating the classroom and may be used for 1 or more of the following purposes:
  - i. Costs associated with attracting, recruiting, retaining, and licensing required classroom education personnel to staff new or expanded classrooms.
  - ii. Supporting facility improvements or purchasing facility space necessary to provide a safe, high-quality learning environment for children in each new or expanded classroom.
  - iii. Outreach material necessary for public awareness that the great start readiness program has openings in the area and for costs associated with enrolling eligible children in new or expanded classrooms.
  - iv. Supporting costs in each new or expanded classroom associated with improving a provider's great start to quality rating.

### **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**

- Bidders will submit an application to MAISD due 4 pm EST by September 8th, 2024.
- 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 funding 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 funding will be awarded to the highest-ranking programs first. If there are no viable proposals funding 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)	Does not have a plan to follow the implementation manual	Has a plan to follow the implementation manual with 3 or more irregularities	Has a plan to follow the implementation manual with 2 or more irregularities	Has a plan to follow the implementation manual with 1 or more irregularities	Has a plan to follow the implementation manual with zero irregularities
Demonstrated Need	No waitlist or give funding 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 funding)	A high concentration of at-risk (level 3 priority or family income 300% of FPL +1 risk factor) children on waiting list	A high concentration of at-risk (level 2 priority or family income below 300% of FPL +2 risk factor) children on waiting list	A high concentration of at-risk (level 1 priority or family income below 200% of FPL) children on waiting list & last year served students
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 for 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 by 3 by GSRP implementation	Completed a Self-Assessment Survey (SAS) and has a submitted or approved score of enhancing quality	Submitted or validated by a reliable assessment specialist score an enhancing
Status of Licensing	License not current			On a regular license throughout the course	
<b>Total for CLASSROOM</b>					

## Appendix B: GSRP Reporting and Monitoring Timeline

Report	Due Date	Local responsibility for information and data	Completion responsibility	Submission responsibility
<b>Community Needs Assessment (CNA)</b>	Winter	Local Contacts	Director of Early Childhood	MAISD Business Manager
<b>Application / Budget</b>	Fall	Local Contacts Business Managers	Director of Early Childhood	MAISD Business Manager
<b>Staff Information Report</b>	Late Spring	Local Contacts Teachers	Director of Early Childhood	MAISD Business Manager
<b>Great Start to Quality (GSQ)</b>	Every Year	WRRC	Program Director	Program Director

<b>Michigan Student Data System (MSDS)</b>	3 times annually – MSDS children enter February will be the snapshot of GSRP funding filled	Local Contacts	Director of Early Childhood	Information System Specialist
<b>File Review</b>	Late Spring	Local Contacts	Director of Early Childhood	Director of Early Childhood
<b>Competition for competitive funding grant</b>	Spring	Local Agency	Director of Early Childhood	MAISD Business Manager
<b>On-site File Monitoring Report</b>	March	Local Agency	Director of Early Childhood	N/A
<b>CLASS Visits/Goal Planning</b>	1 time minimally	Early Childhood Specialist	Early Childhood Specialist	N/A
<b>CLASS Results</b>	Late Spring	Early Childhood Specialist	Early Childhood Specialist	Early Childhood Specialist
<b>SmartTeach Final Report and Child Outcome Report</b>	Early Summer	Early Childhood Specialist	Early Childhood Specialist	Early Childhood Specialist

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

### **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 SmartTeach, Creative Curriculum and PELI

All children’s records should be available at the site visit. The number of child records to be reviewed will be determined during the site visit and will be a random sampling. Child records must be compiled 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 subrecipient 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: MAISD
Sub recipient:
Site:
Teacher:
Person Completing this Document:
Date:

CHILD'S NAME	Last Name	First Initial	Proof of Age Age 4 on 9/30/24 for DOB 2020 Document kept both overdate	Eligibility Guideline Code	Risk Factors Enter 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 Meet Enter Date and Concern.	Dev Screening Enter Date. Note when multiple tools are present.	CHILD ASSESSMENT		Proof of Individualized Planning
											Anecdotes Records unique features, e.g., quality, quantity, connection to dev screening results or referrals.	Portfolio Note teacher vs child-initiated work	
1													
2													
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**Appendix D: Exemption Process and Form**

 <p style="font-size: 1.2em; font-weight: bold;">Ionia/Montcalm Counties GSRP / Head Start Referral &amp; Exemption Form</p>	<p><b>Office Use Only:</b></p> <p>HS to GSRP _____</p> <p>Emailed on: _____</p>
--	---

Child's Name: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Phone Number: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ Method of Parent Contact: In Person:  Phone:

City & Zip: \_\_\_\_\_

Check all reasons for applying for an exemption:

Local Head Start at capacity

No Local Head Start available

Unusual Family Circumstance (explain)\*\*

\* \* 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 July 31, 2023. This may mean forgoing your child's Head Start placement and being placed on a GSRP wait list. Approval of exemption for your child does not guarantee a GSRP placement.

Explain: \_\_\_\_\_

\_\_\_\_\_

**SCAP 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 July 31, 2023 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 1/3/23

**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 8/2024), transportation, childcare or parent preference must fill out the Exemption Form Request (& Joint Recruitment Form) and turn it in by 9/2024. 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 \_\_\_\_\_

## **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](http://www.dropbox.com)) as the method for documenting prioritization.

- Dropbox will be used to record all students sent to and enrolled in each GSRP program through the Joint Recruitment effort.
- It will be the responsibility of the subrecipient to update the Dropbox file by the first of each month, during the school year. 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.
- 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.
- 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.
- 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.
- One unlimited Dropbox account will be provided to each sub recipient by the MAISD.

## **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
<b>Health History/Status</b>	<ul style="list-style-type: none"> <li>• General good health</li> </ul>	<ul style="list-style-type: none"> <li>• Mild or occasional health concerns or chronic health</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic health issues</li> </ul>	

(Allergies, diagnosed conditions, medication needs, feeding concerns, middle ear issues, hearing/vision problems)	<ul style="list-style-type: none"> <li>• May require some limited health care procedures (e.g., EpiPen)</li> </ul>	<p>issues that are controlled</p> <ul style="list-style-type: none"> <li>• May require specialized health care procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized health care procedures required (e.g., regular medication, tube feeding, etc.)</li> </ul>	
<b>Cognitive/Learning Skills, Play Skills</b> (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"> <li>• Participates, stays on task, follows directions and home/class routines with minimal or no promptings</li> <li>• Age-appropriate, spontaneous, and varied play skills</li> </ul>	<ul style="list-style-type: none"> <li>• Need frequent prompts to participate in group activities, stay on task, and follow directions</li> <li>• Requires more small group instruction</li> <li>• Appropriate play skills but limited variety; can follow directions during play and imitate play actions with prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Needs 1-1 support and constant prompting to participate in activities, stay on task and follow directions</li> <li>• Curriculum modifications needs for participating in class activities</li> <li>• Use toys in inappropriate/non-functional ways or needs specific instruction to learn new play skills</li> </ul>	
<b>Self-Help Skills</b> (Feeding, dressing, toileting, assisting with daily chores)	<ul style="list-style-type: none"> <li>• Age appropriate with respect to areas in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• Age appropriate or had areas that are below age level</li> </ul>	<ul style="list-style-type: none"> <li>• Significantly below age level in more than 1 area</li> </ul>	
<b>Motivation</b> (Initiation, independence and persistence during tasks/activities, level of enjoyment)	<ul style="list-style-type: none"> <li>• Makes choices and persists at task/activities independently</li> <li>• Enjoys activities and is satisfied with performance</li> </ul>	<ul style="list-style-type: none"> <li>• Requires some adult assistance or prompting to engage/participate in tasks/activities</li> <li>• May not sustain interest for long</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent on adult for beginning and/or completing tasks</li> <li>• Requires high level of prompting</li> <li>• May be low level of enjoyment/interests</li> </ul>	
<b>Coping Strategies</b> (Seek help, handle frustration, tolerate changes in routines)	<ul style="list-style-type: none"> <li>• Many strategies that are effective</li> <li>• Copes with frustrations in age-appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>• Some effective strategies</li> <li>• Occasional frustrations that interfere with performance or participation</li> </ul>	<ul style="list-style-type: none"> <li>• Few to no effective strategies</li> <li>• Frequently frustrated (makes performance of task and participation difficult)</li> <li>• Adult support needed for social emotional safety</li> </ul>	
<b>Social/Emotional</b> (Interacting with adults and peers, behavior toward self and others, feelings)	<ul style="list-style-type: none"> <li>• Cooperates with adults</li> <li>• Initiates interaction with peers,</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional difficulty cooperating with adults</li> <li>• Interested in peers and will</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent and significant difficulty interacting with adults and/or peers</li> </ul>	

	<p>cooperative play</p> <ul style="list-style-type: none"> <li>• Few behavioral concerns</li> <li>• Wide range appropriate emotions</li> </ul>	<p>communicate feelings and/or needs to adults and/or peers</p> <ul style="list-style-type: none"> <li>• Occasional positive peer interactions</li> </ul>		
<p><b>Sensory</b> The way a child registers and responds to sensory stimulation: sounds, touch, movement, taste/texture, smells, and vision</p>	<ul style="list-style-type: none"> <li>• Use and manages sensory input to gather information to support participation in play and classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Make 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.e., child may have difficulty sitting still or sitting upright for floor or table tasks. May touch, smell, or mouth classroom materials)</li> <li>• May fail to notice important sensory input that would be helpful for participation (i.e., delayed or no response when spoken to, doesn't participate much in finger play songs/ gym/ playground task, may not follow a routine well or is the last to move from activity to activity. Clumsy or uncoordinated movements).</li> <li>• May purposefully avoid sensory input and withdrawal from it (i.e., may avoid messy play or be</li> </ul>	<ul style="list-style-type: none"> <li>• May seek sensory input so frequently/ excessively that if significantly interferes with participation in play or classroom activities (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).</li> <li>• Become overwhelmed by sensory input that it interferes with play and participation (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.</li> </ul>	

		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).		
<b>Communication System</b> (expressive)	<ul style="list-style-type: none"> <li>• Use sentences to communicate</li> <li>• Some mild language and/or intelligibility issues that may require remediation</li> </ul>	<ul style="list-style-type: none"> <li>• Has a functional or alternative communication system (gestures, words, or pictures)</li> <li>• Combines words together</li> <li>• May be difficulty to understand due to multiple articulation errors</li> <li>• Use alternative system effectively</li> </ul>	<ul style="list-style-type: none"> <li>• No words</li> <li>• Single words</li> <li>• Some word combination</li> <li>• Significant intelligibility issues (limited phonemes, simplification processes present)</li> <li>• Does not have an alternative</li> </ul>	
<b>Length of time in early intervention services</b>	<ul style="list-style-type: none"> <li>• 6 months to 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to 1.5 years</li> </ul>	<ul style="list-style-type: none"> <li>• 1.5 to 2+ years</li> </ul>	
<b>Rate of progress</b>	<ul style="list-style-type: none"> <li>• High to average</li> </ul>	<ul style="list-style-type: none"> <li>• Average to moderate</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate to slow</li> </ul>	
<b>Delay/ disability/ atypical development</b>	<ul style="list-style-type: none"> <li>• Delay (following normal progression but behind peers)</li> </ul>	<ul style="list-style-type: none"> <li>• Disability</li> </ul>	<ul style="list-style-type: none"> <li>• Disability or atypical development</li> </ul>	
<b>Number and scope of IEP goals</b>	<ul style="list-style-type: none"> <li>• Sexual domain (i.e., expressive language)</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 domains</li> </ul>	<ul style="list-style-type: none"> <li>• 2+ domains</li> </ul>	
<b>Need for practice/ repetition and consistence in learning environment to develop, maintain, and generalize skills</b>	<ul style="list-style-type: none"> <li>• Minimal need</li> <li>• Good generalization</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal to moderate need</li> <li>• Generalization skills require prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate to high need</li> <li>• High degree of prompting to generalize skills</li> </ul>	
<b>Need for health care aide or adaptive equipment</b> (switches, communication boards, standers, etc.)	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal (i.e., toileting, sensory break; short term or limited communication/ equipment needs)</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate to high (i.e., daily assistance with personal care, sensory, health needs, and/or management of equipment or communication devices)</li> </ul>	

**Summary of Rubric:**

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**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:

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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)

**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 service per parent choice**

\_\_\_\_\_ **Special Education Related Services Only** (\_\_\_speech, \_\_\_OT, \_\_\_PT, \_\_\_VI, \_\_\_HI, \_\_\_SSW)

\_\_\_\_\_ **Special Education Related Services** (\_\_\_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 completed the collaborative referral form)

\_\_\_\_\_ **Dual Enrollment: ECSE classroom (1755) with related services** (\_\_\_speech, \_\_\_OT, \_\_\_PT, \_\_\_VI, \_\_\_HI, \_\_\_SSW) + Private Preschool (parent choice)

\_\_\_\_\_ **Dual Enrollment: ECSE classroom with related services** (\_\_\_speech, \_\_\_OT, \_\_\_PT, \_\_\_VI, \_\_\_HI, \_\_\_SSW) + Head Start/GSRP

Comments:

Date: \_\_\_\_\_ Capital Staff Representation: \_\_\_\_\_

Date: \_\_\_\_\_ GSRP Teaching Team: \_\_\_\_\_

Revised 9/2024



# Behavior Action Plan

 	<b>Behavior Action Plan</b>																
<b>Date:</b> _____																	
<b>Student Information</b>																	
<b>Student's Name:</b> _____	<b>GSRP Location:</b> _____																
<b>Teaching Team:</b> _____																	
<b>Wanted Behaviors</b>	<b>Unwanted Behaviors</b>																
1. _____	1. _____																
2. _____	2. _____																
3. _____	3. _____																
<b>Strategies for teaching team to support wanted behaviors</b>																	
<input type="checkbox"/> Visual reminder <input type="checkbox"/> Role-play <input type="checkbox"/> Coaching	<input type="checkbox"/> Practice <input type="checkbox"/> Direct instruction <input type="checkbox"/> Literature/social stories																
<input type="checkbox"/> Positive intent <input type="checkbox"/> Encouragement/noticing <input type="checkbox"/> Songs/music/movement	<input type="checkbox"/> Helping buddy <input type="checkbox"/> CD Calming Strategy <input type="checkbox"/> Modeling																
<b>Strategies teaching team to correct unwanted behavior</b>																	
<input type="checkbox"/> Videos <input type="checkbox"/> Choices <input type="checkbox"/> Redirection	<input type="checkbox"/> First/then <input type="checkbox"/> Visual supports <input type="checkbox"/> 6 step problem solving steps																
<input type="checkbox"/> Teach replacement behaviors <input type="checkbox"/> Empowering peers <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? _____																	
<b>Behavior Action Plan</b>																	
<b>Name:</b> _____ <b>Date:</b> _____																	
<b>School</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Action</th> <th style="width: 20%;">Who</th> <th style="width: 20%;">When</th> <th style="width: 30%;">Time/Frequency</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Action	Who	When	Time/Frequency												
Action	Who	When	Time/Frequency														
<b>Home</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Action</th> <th style="width: 20%;">Who</th> <th style="width: 20%;">When</th> <th style="width: 30%;">Time/Frequency</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Action	Who	When	Time/Frequency												
Action	Who	When	Time/Frequency														
<b>Follow Up: Data Bases Decision</b>																	
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
		<b>To Challenging Behavior:</b> _____ <b>To Use of New Skill:</b> _____

# Preschool Referral for Education Concerns

Program MAISD 621 New Street Stanton, MI 48888	 Preschool Child Study	Contact Person:			
<b>CHILD INFORMATION</b>					
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?					
<b>Race and Ethnicity (required):</b>					
Is student Hispanic or Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No					
<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> White					
If student is not Hispanic or Latino, one box must be checked from the following choices: <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> Black/African American					
Native Language of Child:		Native Language of Parent:			
<b>GSRP Risk Factors:</b>					
<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					
<b>Other Relevant Information:</b>					
<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:					
<b>MEDICAL INFORMATION</b>					
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:					
<b>ATTENDANCE HISTORY</b>					
Date Attended	Age	Building/ District	Attendance		Comments:
			Absent	Tardy	
September					
October					
November					
December					
January					
February					
March					
April					
May					
NOTES:					
<b>TIER 1 INTERVENTIONS</b>					

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

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:				
<b>TIER 2 INTERVENTIONS</b>				
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"/> RtI- Oral Language				
<input type="checkbox"/> RtI- 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:				
<b>TIER 3 INTERVENTIONS</b>				
Coordination w/ Ancillary staff for classroom interventions:				
Strategy	Date	Data:		
<input type="checkbox"/> Diagnostic Assessment				
<input type="checkbox"/> RtI Speech/OL Checklist				
<input type="checkbox"/> RtI 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:				
<b>SPECIAL EDUCATION -- Programs and Services</b>				
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				

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

<input type="checkbox"/> School Psychologist				
<b>ACHIEVEMENT DATA</b>				
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				
<b>Academic Concepts:</b>				
Counts Orally				
Identifies Numbers				
One to One Correspondence				
Identifies Shapes				
Identifies Color				
<b>Curriculum Assessment Data (Chose One)</b>				
<b>My Teaching Strategies</b>				
Date				Comments:
Language, Literacy, Communication:				
Mathematics:				
Science & Technology:				
Social Studies:				
<b>Curriculum Assessment Data Continued (Chose One)</b>				
Creative Arts:				
Social & Emotional Development:				
Approaches to Learning:				
Physical Development & Health:				
ELL				
<b>Creative Curriculum</b>				
Date				Comments:
<b>Level (1-3)</b>	<b>Level</b>	<b>Level</b>	<b>Level</b>	
SE				
Physical				
Language				
Cognitive				
Literacy				
Math				
Science & Technology				
Social Skills				
Art				
<b>PELI</b>				
	<b>Beginning of Year</b>	<b>Mid Year</b>	<b>End of Year</b>	Comments:
Vocabulary				
Comprehension				
<b>TEACHER INPUT</b>				
<b>Child:</b>	<b>Teacher:</b>	<b>Age:</b>	<b>District:</b>	<b>Date:</b>
<b>POSITIVE CHARACTERISTICS AND/OR STRENGTHS</b>				
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:				

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

<b>INCENTIVE AND/OR ACTIVITIES</b>			
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.			
<b>AREAS OF CONCERN</b>			
<b>LANGUAGE CONCERNS</b>			
<input type="checkbox"/> No Concerns at this time		<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Oral Expression
*Attach LAP Oral Language Sample if Applicable. Please describe your concerns about this child's oral language:			
Data:			
<b>BEHAVIOR CONCERNS</b>			
<input type="checkbox"/> No concerns at this time		<input type="checkbox"/> Social/Emotional*	<input type="checkbox"/> 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.)			
<b>MOTOR CONCERNS</b>			
<input type="checkbox"/> No concerns at this time		<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Sensory Motor
<input type="checkbox"/> Visual Motor			
Please describe your concerns about this child's motor development (gross, visual and/or sensory)			
Data:			
<b>MEETING MINUTES FORM</b>			
			Date:
PARENT REPORTS AREAS OF CONCERN (About my child):			
OTHER:			
<b>CHILD INTERVENTION</b>			
<b>INTERVENTION PROCESS-</b>		Monitored intervention strategy(ies) must be developed and documented. Except in emergency cases, intervention(s) must be in place for a minimum of <b>four weeks (4 weeks data)</b> .	
Area of Concern:			
Date	Intervention	Person(s) Responsible	Result of Implementation
<b>TEACHING LOG</b>			
Intervention	Team Participants (Name, Title)	Next Steps to Address Concern	
Date: Concern:			
Date: Concern:			

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

<b>TEAM SIGNATURES:</b>		<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: _____

<b>TEAM SIGNATURES:</b>		<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: _____

<b>TEAM SIGNATURES:</b>		<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: _____

**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. ECC will determine if a need is high frequency, if there is a dispute, and a conflict. Food form must be complete for each child who brings food from home.
- 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.

## Great Start Readiness Program Preschool Food Service Invoice

<b>ISD Name:</b>	Montcalm Area ISD
<b>Subrecipient Name:</b>	
<b>Month / Year</b>	

This template is for internal billing purposes for subrecipients (LEAs and/or CBOs) seeking reimbursement from ISDs for meals/snacks purchased with GSRP grant monies. The reimbursement process between subrecipients and ISDs should not be prohibitive to the NSLP and CACFP federal programs that expect children to be provided healthy meal and snack options. CBOs unable to participate with CACFP seeking full ISD reimbursement for GSRP meals/snacks and use GSRP grant monies need to complete the third section of this template with their billing submission to the ISD. Subrecipients seeking reimbursement are expected to keep comparable records for monitoring and auditing purposes. All subrecipients should maintain records of children's meal attendance and eligibility for the program, center attendance, and monthly menus regardless of the reimbursement method utilized.

**Our program does not use GSRP Grant Monies toward any food expenses for the 2024-2025 program year: if this applies to you there is no need to go any further!**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**A) Complete this section for subrecipients participating in NSLP: NA: Circle if this section does not apply to your program**

To receive reimbursement for food from GSRP funds, subrecipients must provide the ISD with the School Food Authority (SFA) prices for breakfast and lunch as specified in the annual NSLP contract. The cost after reimbursement is billed to the GSRP program as it cannot be charged to children/families. The cost of snacks should be established annually by the SFA; this cost should reflect a reasonable average cost of providing a nutritious snack that meets food program guidelines. Adult meal costs reimbursed by GSRP should not exceed the adult meal price established by the SFA. Material costs and other equipment not included in meal costs required for providing food service specific to GSRP and kept in the GSRP classroom may be itemized below and reimbursed by GSRP funds.

Description	SFA Price For Meals (Total Revenue)	Less Federal Reimbursement	Difference	Number	Number	Number	Number	Total Number of Meals/Snacks Claimed	Total
				of Meals Claimed	of Meals Claimed	of Meals Claimed	of Meals Claimed		
				Insert Name of School/ Program	Insert Name of School/ Program	Insert Name of School/ Program	Insert Name of School/ Program		
<b>Breakfast (SBP)</b>									
Paid			\$0.00					-	\$0.00
Reduced			\$0.00					-	\$0.00
Free			\$0.00					-	\$0.00
<b>Total Breakfast</b>								-	<b>\$0.00</b>
<b>Lunch (NSLP)</b>									
Paid			\$0.00					-	\$0.00
Reduced			\$0.00					-	\$0.00
Free			\$0.00					-	\$0.00
<b>Total Lunch</b>								-	<b>\$0.00</b>
<b>Snacks</b>									
Cost of providing snacks								-	\$0.00
<b>Total Snacks</b>									<b>\$0.00</b>
<b>Adult Meal Price</b>									
Breakfast								-	\$0.00
Lunch								-	\$0.00
Snack								-	\$0.00
<b>Total Adult Meals</b>								-	<b>\$0.00</b>
<b>Other Costs - Itemize Below (e.g. serving containers, utensils, additional supplies kept in GSRP classroom, delivery charges)</b>									<b>Total</b>
<b>Description</b>								<b>Amount</b>	
								\$0.00	
								\$0.00	
								\$0.00	
<b>Total Other Costs</b>								<b>\$0.00</b>	
<b>Total Amount Charged to GSRP</b>								<b>\$0.00</b>	

**B) Complete this section for subrecipients participating in CACFP: NA: Circle if this section does not apply to your program**

To receive reimbursement from GSRP funds, subrecipients must provide the ISD with the Reasonable Average Meal/Snack Cost prices as determined annually for breakfast/lunch/snack for children and adults. The cost after reimbursement is billed to the GSRP program as it cannot be charged to children/families. Material costs and other equipment not included in meal costs, required for providing food service specific to GSRP and kept in the GSRP classroom, may be itemized below and reimbursed by GSRP funds. Subrecipients contracting for meals/snacks from an outside vendor may charge the full cost of meals/snacks ordered in advance of known attendance if a child's absence prohibits claiming reimbursement for the

Description	Reasonable Average Meal/Snack Cost	Less Federal Reimbursement	Difference	Number of Meals Claimed	Number of Meals Claimed	Number of Meals Claimed	Number of Meals Claimed	Total Number of Meals/Snacks Claimed	Total
				Insert Name of School/Program	Insert Name of School/Program	Insert Name of School/Program	Insert Name of School/Program		
<b>Breakfast</b>									
Paid			\$0.00					-	\$0.00
Reduced			\$0.00					-	\$0.00
Free			\$0.00					-	\$0.00
<b>Total Breakfast</b>								-	<b>\$0.00</b>
<b>Lunch*</b> <i>Reimbursement rates should include cash-in-lieu of commodities</i>									
Paid			\$0.00					-	\$0.00
Reduced			\$0.00					-	\$0.00
Free			\$0.00					-	\$0.00
<b>Total Lunch</b>								-	<b>\$0.00</b>
<b>Snacks</b>									
Paid			\$0.00					-	\$0.00
Reduced			\$0.00					-	\$0.00
Free			\$0.00					-	\$0.00
<b>Total Snacks</b>								-	<b>\$0.00</b>
<b>Adult Meal Price</b>									
Breakfast								-	\$0.00
Lunch								-	\$0.00
Snack								-	\$0.00
<b>Total Adult Meals</b>								-	<b>\$0.00</b>
<b>Unclaimed Breakfast</b>								-	\$0.00
<b>Unclaimed Lunch</b>								-	\$0.00
<b>Unclaimed Snack</b>								-	\$0.00
<b>Total Unclaimed Meals/Snacks</b>								-	<b>\$0.00</b>
<b>Other Costs - Itemize Below (e.g. serving containers, utensils, additional supplies kept in GSRP classroom, delivery charges)</b>									<b>Total</b>
Description								Amount	
									\$0.00
<b>Total Other Costs</b>									<b>\$0.00</b>
<b>Total Amount Charged to GSRP</b>									<b>\$0.00</b>



**C) Complete this section for CBOs NOT eligible for CACFP or NSLP: NA: Circle if this section does not apply to your program**

To receive reimbursement from GSRP funds, Sub recipients **NOT** eligible to participate in CACFP or NSLP may use a similar method of billing as that established for CACFP or NSLP by annually determining Reasonable Average Meal/Snack Cost prices for breakfast/lunch/snack. The full Reasonable Average Meal/Snack Cost will be charged to GSRP. Monthly invoicing for meals/snacks may be submitted utilizing the form below. **Subrecipients contracting for meals/snacks from an outside vendor may charge the full cost of meals/snacks ordered in advance of known attendance if a child's absence prohibits claiming reimbursement for the meal/snack.**

*\*\*Alternately, actual costs may be submitted for reimbursement. If utilizing the actual costs method instead of Reasonable Average Meal/Snack Cost prices, documentation is submitted to the ISD for the full cost of providing meals/snacks that can be attributed to the GSRP program, including: menus for foods served for all GSRP enrolled children; meal attendance for all meals/snack served to GSRP enrolled children; center attendance for GSRP participants (may differ from meal attendance); enrollment forms for GSRP children; receipts for monthly food and non-food expenditures; prorated portion of labor for direct labor costs related to preparing and serving meals.*

Description	Reasonable Average Meal/Snack Cost		Number of Meals Served	Number of Meals Served	Number of Meals Served	Number of Meals Served	Total Number of Meals/Snacks Claimed	Total
			Insert Name of School/Program	Insert Name of School/Program	Insert Name of School/Program	Insert Name of School/Program		
<b>Breakfast Price</b>								
Cost of providing breakfast							-	\$0.00
<b>Total Breakfast</b>								<b>\$0.00</b>
<b>Lunch Price</b>								
Cost of providing lunch							-	\$0.00
<b>Total Lunch</b>								<b>\$0.00</b>
<b>Snacks</b>								
Cost of providing snacks							-	\$0.00
<b>Total Snacks</b>								<b>\$0.00</b>
<b>Adult Meal Price</b>								
Breakfast							-	\$0.00
Lunch							-	\$0.00
Snack							-	\$0.00
<b>Total Adult Meals</b>								<b>\$0.00</b>
<b>Unclaimed Breakfast</b>							-	\$0.00
<b>Unclaimed Lunch</b>							-	\$0.00
<b>Unclaimed Snack</b>							-	\$0.00
<b>Total Unclaimed Meals/Snacks</b>								<b>\$0.00</b>
<b>Description</b>								<b>Total</b>
<b>Other Costs - Itemize Below (e.g. serving containers, utensils, additional supplies kept in GSRP classroom, delivery charges)</b>								
<b>Description</b>							<b>Amount</b>	
							-	\$0.00
<b>Total Other Costs</b>								<b>\$0.00</b>
<b>Total Amount Charged to GSRP</b>								<b>\$0.00</b>

**Appendix H: Guidance on Field Trips in GSRP**

We encourage the 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 play, 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/grocery store  
Hospital  
Library/post office  
Local restaurant/pizzeria/cafeteria

Nature walks – nearby parks/gardens

Zoo

School

#### **Inappropriate**

Arcades

Carnival

Circus

Movie theater

Shopping mall

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 adequately 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 the children's 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 also be 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 always 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.
- 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 food should be provided that follows 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:**

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**

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)

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**

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, others, 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)

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**

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)

### **SmartTeach 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
  - <https://illinoisearlylearning.org/tipsheets/field-preparing/>
- 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
  - <https://www.educationnext.org/the-educational-value-of-field-trips/>
- SmartTeach
  - <https://teachingstrategies.com/>
- Early Childhood Standards of Quality for Prekindergarten
  - <https://wida.wisc.edu/sites/default/files/resource/connection-michigan.pdf>

**Appendix I: MAISD 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 Recipient: \_\_\_\_\_ 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			\$	-

Staff Signature \_\_\_\_\_  
 Approval Signatures and Date \_\_\_\_\_  
 ECC Signature \_\_\_\_\_  
 Technology Director \_\_\_\_\_

<b>ISD Office Use Only</b>		<b>PO#</b>
Account Number	_____	\$0.00
Account Number	_____	\$

**Appendix J: 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 subrecipient. 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 2024-2025 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 the 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 (within 5 business days) 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 attend 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 2024-2025 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](mailto:coconnor@maisd.com) for further clarifications and or questions.

**Appendix K: 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 - SmartTeach Objectives: 16 Demonstrates knowledge of the alphabet; 16a Identifies and names letters
- Phonological awareness - SmartTeach 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 - SmartTeach Objectives: 17 Demonstrates knowledge of print and its uses; 17a Uses and appreciates books; 17b Uses print concepts
- Comprehension - SmartTeach 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 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 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 it 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.

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 feels 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:

- 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!**
- 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.
- 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 receive individual support.
- 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
- 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.

- 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:

- 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!
- Mid-year/semester, administer the second benchmark.
- End of the year home visit or parent-teacher conference, administer the final benchmark.
- 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
- SmartTeach; 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](mailto:coconnor@maisd.com)**

### **Appendix L: Supplemental Curriculum Application**

Use of a Supplemental Curriculum in a GSRP program

#### **From the GSRP Implementation Manual chapter on Curriculum (updated 10.23.13)**

The ISD, as the GSRP grant recipient has final responsibility for ensuring the use of an approved comprehensive curriculum in each classroom and for guaranteeing that any supplemental curriculum utilized is also appropriate. Any program using or planning to use a supplemental curriculum should make a request to the ISD.

**To be considered for approval, the request should include information on all of the following:**

- Child assessment or program quality data indicating a need for a supplemental curriculum,
- Answers to the questions in this section for selecting a curriculum,
- How the requested supplemental curriculum aligns with the GSRP philosophy on active, play based learning and with the program’s philosophy, and
- An explanation, if the supplemental being requested is not aligned to the comprehensive curriculum used.

A supplementary curriculum is defined as any ongoing (may be daily, weekly, monthly etc) adult led activity developed by someone other than the classroom teachers and designed to enhance one or more developmental areas. Supplementary curriculum must have a PREK component.

**MAISD procedure on use of a supplementary curriculum:**

A sub-recipient wishing to utilize a supplementary curriculum must receive advance approval from the MAISD ECC. The sub-recipient shall submit a request to the ECC at the MAISD that contains the following information. This information will enable the MAISD to make a data based decision on whether the program may be used.

- Sub-recipient name, name of person submitting request and contact information, date of submission
- Name and description of supplementary curriculum wishing to use. Please include web site for the curriculum if available.
- What data at the program, district, or child level justifies the need for this program?
- Is the program research based? Briefly describe the supporting research.
- Describe how the programs fits with the Early Childhood Program Standards that GSRP is mandated to follow.
- Describe how the published outcomes of the program are aligned with the Early Childhood Expectations for Prekindergarten Programs.
- Describe how the program is aligned with Creative Curriculum.
- What are the credentials of the person who will be coming in to work with the children (if applicable).
- How will the program fit within GSRPs daily routine and or schedule?
- Have discussions with the assigned Early Childhood Specialist occurred? Please provide insight to whether there are classroom materials to support this program and how this program could support quality improvement (CLASS connections) and the children’s overall experience?

You will receive a response from the MAISD GSRP within 3 weeks of submission. If a request is denied, you will receive comments as to the reason(s). You may then request a meeting to discuss the proposal.

**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 _____ 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.

## Appendix N: Michigan Childcare 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:

- a. 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.
- b. 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.
- c. May terminate the background check or decide not to hire the individual at any stage of the process.
- d. 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.
- e. Must retain a copy of the signed Consent and Disclosure form on file at the child care facility.
- f. Must ensure that all individuals entered into the system for their facility meet the requirements for the comprehensive background check as outlined above.
- g. 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](http://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





**Part 5 – Applicant Information required to process a comprehensive background check.**

**Individual Information**

Social Security  
Number \_\_\_\_\_ - \_\_\_\_ - \_\_\_\_  
Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Facility and Role**

Facility \_\_\_\_\_

**Role**

- Adult Household Member
- Child Care Staff Member
- Licensee
- Licensee Designee
- Licensee/Licensee Designee  
and Program Director
- Program Director
- Unsupervised access to children

**Personal Information (Legal Name)**

First Name \_\_\_\_\_ **List All Previous Names** \_\_\_\_\_  
Middle Name \_\_\_\_\_  
Last Name \_\_\_\_\_  
Suffix \_\_\_\_\_

Place of Birth (State) \_\_\_\_\_

Citizenship, Country of \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

Hair Color \_\_\_\_\_

Eye Color \_\_\_\_\_

Gender  Male  Female

Race \_\_\_\_\_

**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 O: Mandated Reporting**

All MAISD GSRP subrecipient 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
    - i. Daytime Phone- (989) 831-8400
    - ii. After Hours Phone- (989) 831-5253
  - Adult Protective Services
    - i. Daytime Phone- (989) 831-8400
    - ii. After Hours Phone- (989) 831-5253
4. Mail Form to
  - Montcalm County DHHS, PO Box 278, Stanton, MI 48888
    - i. Keep a copy for your records