

Macomb ISD Great Start Readiness Program (GSRP) Program Policies and Procedures ■ 2023-24

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*These materials were developed under a grant awarded by the
Michigan Department of Education.*

Assurances

Guiding Principle:

Macomb ISD agrees to comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions governing GSRP.

Procedures:

Macomb ISD and all sub-recipients agree to:

1. Refrain from utilizing Iran-linked businesses.
2. Use the following on all publications and materials: These materials were developed under a grant awarded by the Michigan Department of Education.
3. Comply with all federal, Michigan laws and regulations prohibiting discrimination are mandated.
4. Conduct employment and program services reviews to comply with Americans with Disabilities Act (ADA) law.
 - a. Title II-Personal discrimination
 - b. Title III- Barrier free, full and equal access
5. Comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions. Findings of failure to comply may result I withholding funds up to 100%
6. 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.

Macomb ISD and all sub-recipients understand:

1. Third party contracts are prohibited for program implementation
2. Expended funds must conform to the budget. Amendments require Macomb ISD and MDE approval.
3. MDE and Macomb ISD are not liable for costs incurred prior to grant award.
4. Fiscal documents must be available for auditing purposes.
5. Report requirements (i.e. MSDS, CISR, CNA) and due dates must be met.
6. Programs may be selected to participate in data collection efforts.

Macomb ISD and all sub-recipients will cooperate with evaluation projects in ways such as:

1. Making classrooms available for observation,
2. Providing non-classroom space on-site for child assessment,
3. Allowing administrators and staff to take time to complete surveys and questionnaires (by phone, online, on paper, or in-person as necessary),
4. Returning completed surveys and questionnaires promptly and regularly to the contractor or to any of the state's other research partners,
5. Providing program information to the contractor or any of the state's other research partners. This information may include but is not limited to: program type, session types, session hours, program calendar of school breaks, field trips, and staff development, site locations, numbers of classrooms per site, number of children served, staffing assignments within classrooms,
6. Providing children's UIC as recorded in the MSDS to the contractor or any of the state's other research partners,
7. Participating in project informational webinars, conference calls, and in-person meetings,
8. Distributing parent information letters/consent forms, and
9. Collecting and forwarding to the evaluation contractor, or any of the state's other research partners, parent consent forms promptly and regularly.

Child Recruitment and Enrollment

Guiding Principle:

Children will be enrolled into GSRP programs in accordance with the State of Michigan rules and regulations outlined in the GSRP Implementation Manual, Recruitment and Enrollment section.

1. Macomb ISD allows all sub-recipients to collect applications and enroll eligible families.
2. Completed applications are received and reviewed for eligibility, based on grant guidelines.
3. The Macomb ISD GSRP grantee and its sub-recipients will work in conjunction with the local Head Start program in jointly recruiting eligible children and communicating with families.
4. Children determined to potentially be eligible for Head Start will be sent to Head Start, along with the Macomb ISD Referral form. The Referral form must be emailed within 48 hours of receiving the child's application. Head Start will send back the referral form within 2 weeks, to notify the sub-recipient if the child is enrolled in Head Start or can be released to GSRP.
5. Head Start will attend the GSRP Eligibility Meeting each year to ensure GSRP Sub-recipients understand the process above and to share Head Start offerings for families.
6. Macomb ISD, Head Start and the Macomb Great Start Collaborative have developed a recruitment flyer that is shared with all sub-recipients and families to recruit eligible families.
7. GSRP sub-recipients will prioritize applications based on the Participant Eligibility and Prioritization Guidelines from MDE, enrolling highest needs children first. Priority given to families between 0-50% FPL (Federal Poverty Level), then proceeds to children in families between 51-100% FPL, 101-150% FPL, 151-200% FPL, 201-250% FPL and then 251-300% FPL. Programs may only enroll families within the 0-100% FPL if the procedures regarding a Head Start Referral have been followed prior to enrollment in GSRP.
8. Income verification documentation and process as outlined in the GSRP manual must be followed to ensure income eligible children are enrolled in GSRP. Income verification is found in the "Eligibility" section of the Implementation Manual.
9. Sub-recipients must wait to enroll families over 300% of FPL until July 1. Any over income applicant must be approved by MISD. 15% of the seats can be set aside for families whose income is above 300% of the FPL. These families will pay a sliding fee scale. Priority is determined by the income and number of risk factors the family has.
10. Sub-recipients are encouraged to reserve a minimal number of seats for admittance after the start date in September so that needy, late enrolling families have an opportunity to participate in GSRP.
11. A child must be 4 years of age on or before September 1. However, a provision exists for parents who wish to request a waiver from the September 1 enrollment date for children who turn 4 after September 1, but on or before December 1. Children with submitted waiver applications MAY NOT be considered for enrollment until after September 1.
12. Sub-recipients are required to keep a wait list and enter the list into the Spring Early Childhood Collection. In order to serve all eligible families Sub-recipients should refer families to programs with openings or to a MISD GSRP Coordinator. (If applicable)
13. The MISD will provide annual training on recruitment and enrollment procedures.
14. Great Start to Quality is shared with families looking for additional care.

Out of County Enrollment

1. PA 196 provides for parent choice to enroll in a GSRP in a non-resident ISD. It states “An intermediate districts or consortium of intermediate school districts receiving a grant under this section shall allow parents of eligible children who are residents of the intermediate school district or within the consortium to choose a program operated by or contracted with another intermediate school district or consortium of intermediate school districts and shall pay to the educating intermediate districts or consortium the per-child amount attributable to each child enrolled pursuant to this sentence, as determined under Section 39.”
2. Sub-recipients may enroll students from out of county after they have enrolled all Macomb County children first. They must notify the MISD of children who are out of county to ensure that the MISD has a written contract with the other county. (see below)
3. Sub-recipients will be responsible for entering the out of county children into MSDS.

Macomb Intermediate School District GSRP Guidance for Children with IEPs

GSRP requires that families are ranked by FPL and the programs children with the lowest income first. When a child has an IEP the following guidance is followed:

1. Any child with an IEP recommending placement in an inclusive preschool setting must be considered to be in the lowest quintile level 0-50%. This with additional eligibility factors must be considered when prioritizing children for enrollment.
2. No more than 25% of the children in the classroom should be children with an IEP.
3. Additional guidance is followed when determining if a child with an IEP should be placed in a GSRP classroom. (See below)
 - a. Local districts may determine, through the IEP team that the GSRP is the least restrictive environment for children who qualify for special education services.
 - b. A child may be placed in a GSRP classroom in two ways:
 - i. By qualifying for GSRP and receiving additional ECSE services, or
 - ii. Through the blending of programs and braiding of GSRP and ECSE funding.

In any case, the IEP team should have representation of parents and the GSRP teacher as it considers the following questions:

1. Do all parties feel that the IEP fully meets the child's needs?
2. Does the IEP declare the GSRP as the Least Restrictive Environment (LRE)?
3. Was the GSRP teacher a part of the IEP team?
4. Are consultation meetings between special education staff and the GSRP teaching team written into the IEP? Can the child's needs for special services be met in the context of GSRP?
5. What additional support or accommodations will be necessary so the child can participate fully in the activities and environment of GSRP?
6. What percent of children in the classroom have IEPs? Individual classroom needs and resources are taken into consideration, such as the variety and degree of disability as well as adult/child ratio in a classroom. Best practice for inclusive classrooms limits the percentage of children with IEPs to no more than 25 percent.

Planning for a child to attend both part-day GSRP and part-day ECSE, is not typically supported. If discussed as a possibility, there are many additional considerations. Transition between programs is critical to consider. Is it in the child's best interests to participate in two programs, possibly with different facilities, staff, peers, routines, behavior, and academic expectations? 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? If the child transfers each day between programs, how are his/her lunch and rest period accomplished?

Additional Guidelines

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 the needs of the child and not what kind of service is needed (i.e., children with difficulties in social emotional development may 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 requires adult support in the classroom, it should be provided by Special Education.

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.

Children who attend GSRP in districts where they do not reside and are recommend for Special Education evaluations should be evaluated in their home districts.

Considerations

Districts generally don't write IEPs that include a recommendation for an inclusive classroom as they would need to pay for it.

If districts indicate that 1755 services will be offered, it indicates that the child received service in an inclusive environment. This may include that GSRP is an appropriate placement but the district must understand what kinds of children benefit from such placements and make the decision based on child rather than adult factors.

There are benefits to the GSRP teachers in working with Special Education staff. They can get ideas for children with challenges not serious enough for Special Education, learn from modeling of the Special education staff, etc...

There are benefits to the Special Education staff in working with GSRP teachers. They can get ideas for supporting students within general curriculum and learn from modeling of the GSRP staff.



EXAMPLE
Serving Non-Resident ISD Children in the Great Start Readiness Program (GSRP)
Agreement

This is intended to be a contract between:

Macomb ISD, 44001 Garfield Road, Clinton Township, Michigan 48038

Term:

The term of this agreement shall commence upon October 1, 2016 and shall continue until such time that either party requests termination as provided under this agreement; or upon the publication of new guidance from the Michigan Department of Education; or upon a change in the legislation impacting GSRP cross-ISD enrollment. This agreement is in effect when either or both parties have unfilled Great Start Readiness seats available.

The provisions of this contract are as follows:

Section 32d (12) of Public Act 249 of 2016 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 enter into a written agreement regarding payment, in a manner prescribed by the department.”

The EDUCATING ISD in this document refers to the non-resident receiving ISD. The RESIDENT ISD refers to the ISD service area in which the family resides.

Responsibilities of the Educating ISD under this Agreement:

- The educating ISD shall serve eligible GSRP children residing within the resident ISD as long as the following conditions are met:
 - The interest form or intake form or application have been signed off by the local Head Start grantee if the child meets Head start eligibility.
 - The child meets eligibility criteria for GSRP.
 - There is space available in the educating ISD GSRP classroom requested by the child’s parent.
 - The educating ISD and GSRP programs have already followed local protocols for GSRP prioritization and eligibility enrollment.
- The educating ISD shall ensure that their GSRP sub-recipient is fully compliant with all expectations of, within the GSRP Implementation Manual. The ISD will support and monitor any classrooms and ensure that the classrooms operate to the standards of quality as all other sub-recipient classrooms.
- The educating ISD will ensure all Michigan Department of Education (MDE) reporting requirements are completed accurately and on time. This includes fiscal reports, Michigan Student Data System (MSDS) enrollment demographic reports, and the Child and Staff Information Reports. The Educating ISD is the Fiscal Entity and receives payment from MDE for the seat(s).
- If the educating ISD is requesting to enroll non-resident special education child in a GSRP classroom (a child with an active IEP), the educating ISD will contact the resident ISD to discuss provisions for the delivery of special education services. The educating ISD will also notify the parent that the delivery of some or all special education services within the classroom setting, may be impacted by the cross-ISD enrollment.

Responsibilities of the Resident ISD under this Agreement:

- The resident ISD shall have no responsibilities for payment or reporting under this agreement.

Prioritization Process:

- The educating intermediate district may give highest priority for enrollment to children residing within its ISD service area. Local Education Agencies (LEAs) and Community Based Organization (CBO) sub-recipients must follow the local ISD protocols for enrollment prioritization.

TERMINATION:

Either party may cancel this agreement provided that the party desiring to cancel agreement shall give sixty (60) days written notice of said cancellation to the other party.

Signed:

Signature

Date

Macomb County GSRP Enrollment Guidelines

1. Programs may begin collecting applications in the spring.
2. Families that are under 100% FPL must be referred to Head Start.
3. Once programs receive confirmation of their GSRP seats from the MISD, you may begin enrolling families below the 300% FPL following the prioritization process (keep in mind that you should continue to leave a few open seats for the neediest families).
4. Beginning July 1 you may begin enrolling over income families.
5. Children who turn 4 by September 1 are eligible for GSRP. If a child turns 4 after September 1 but before December 1 they may not be considered for enrollment until after September 1.
6. When an out of county child wants to enroll in your program you must contact Sherine Katba.
7. Remember to continue to fill GSRP seats when families leave your program. This should be going on all year to ensure we serve as many eligible children as we can. Open seats may result in a reduction of GSRP funding.

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Sherine Katba

GSRP Coordinator / Early Childhood Specialist
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Macomb County Referral Form for the Great Start Readiness Program to Head Start

(Print) Child's Last Name **First Name** **Birth Date:** _____

(Print) Parent/Guardian's Last Name **First Name** **Phone Number:** _____

Address: _____ **City:** _____ **Zip:** _____

Home School District: _____ **Enrolling for School Year:** _____

Child has a current IEP? **IEP**

Have you previously applied for Head Start or been enrolled? _____

I understand my child may be eligible for Head Start and that Head Start programs have a higher level of funding that may provide more services to my child/family. However, the Great Start Readiness Program best meets the needs for our family due to the following reasons:

Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Zero Available Slots | <input type="checkbox"/> Hours of Operation |
| <input type="checkbox"/> Transportation/Distance | <input type="checkbox"/> Sibling Attends Same School |
| <input type="checkbox"/> Schedule (parent working/ in school) | <input type="checkbox"/> Other: Explain _____ |
| <input type="checkbox"/> Sibling was in Program | |

Parent/Guardian Signature: _____ **Date:** _____

By signing I agree this information may be shared with appropriate early childhood agencies.

I have discussed this family's eligibility for Head Start and the family services they provide. As indicated, the family chooses to be enrolled in GSRP. **(Type or print all information below)**

GSRP Location: _____ **Email:** _____

Phone Number: _____ **Contact Person:** _____

School District of GSRP Program: _____

Head Start Use Only

I have reviewed the above information, and/or parent's documentation.

____ Head Start releases this child to be enrolled in GSRP ____ Child is enrolled in Head Start for 2023-24 school year

Head Start Representative Signature: _____ **Date:** _____



Referral Process:

- All Great Start Readiness Program (GSRP) families that are under the 100%FPL must be referred to Head Start. As stated in the GSRP Implementation Manual GSRP enrollment is deferred while the referral to Head Start is completed (Recruitment and Enrollment page 4 of 7).
- Families must be informed of the services that Head Start has to offer.
- In addition, Head Start will refer families over the 100% FPL to GSRP programs.
- Families eligible for Head Start who wish to enroll in GSRP must complete a Release form and it must be emailed within 48 hours of the family applying to GSRP.
- The Release form must be emailed to MCAHeadStart@macombgov.org by the GSRP Program staff.
- The Release form will be returned to GSRP Program staff within two weeks via the email.
- If the Release form indicates a child is or has been enrolled in Head Start, Head Start will contact the family to determine which program better suits the family needs. The Release form will indicated which option the family has chosen.
- Questions: Call 586-469-5215 or email MCAHeadStart@macombgov.org

2023-2024 MACOMB COUNTY

PRESCCHOOL

Head start 586-469-5215

Federally funded program offering 2 options:

- Early Head Start (ages birth-3)
- Head Start Preschool (ages 3-5)

Support services for both programs that include disabilities, mental health, education, nutrition and family services.

Great start Readiness Program 586-228-3468

State funded free preschool program for four-year-olds. As a nationally recognized preschool program, the Macomb County GSRP Preschool Programs provide developmentally appropriate learning in a safe, nurturing and positive environment.

Strong
Family
Involvement
Component

High
Quality
Programs

- Half day, Classic 4 day and Extended 5 day options are available.
- Some programs offer before and after school care.



www.greatstartmacomb.org

What will My child Learn?

These programs cover the key areas a child needs to be ready for kindergarten. Some of these high quality preschools include:

- Listening and telling stories
- Recognizing and writing numbers
- Physical movement
- Singing songs and making music
- Cooperative play
- Sorting, counting and matching
- Learning letters and sounds
- Problem solving
- Personal care and healthy behaviors
- Building relationships
- Science
- Social studies

LOCATIONS

★ Head Start Programs

★ Great Start Readiness Programs

● Half Day Programs

● Classic School Day Programs (4 day)

● Extended School Day Programs (5 day)

● Before & After School care Available

ARMADA

Armada Area Schools (586) 784-2681 ★●●●●

CENTER LINE

Center Line Public Schools (586) 510-2800 ★●●

JB's Child Care (586) 619-7701 ★●●

Little Prince & Princess's Childcare Center (586) 510-6344 ★●●●

CHESTERFIELD

L'Anse Creuse Public Schools (586) 783-6323 ★★●●●

Childtime - 23 Mile/Sass (586) 598-1700 ★●●●

Li'l Graduates Child Development Center (586) 598-1255 ★●●●

CLINTON TWP

Academy 4 Early Achievers (586) 262-0399 ★●●●

Chippewa Valley Schools (586) 723-2275 ★●●

Clintondale Community Schools (586) 791-6300 ★★●●●

Eco Early Academy (586) 238-3808 ★●●●

Jelly Moon Learning Center (586) 241-5691 ★●●●

Joyful Jungle Christian Learning Center (586) 221-4014 ★●●●

Little Conquerors Educational Center (586) 298-2138 ★●●●

Macomb Intermediate School District (586) 469-5215 ★●●●

Precious Angels Christian Academy (586) 649-7286 ★●●●

Spark's Little Learners Academy (586) 817-1946 ★●●●

Trinity Lutheran Early Childhood Center (586) 463-8803 ★●●●

EASTPOINTE

Eastpointe Community Schools (586) 533-3900 ★★●●●

Boss Baby Early Learning Center (586) 900-2229 ★●●●

CrossBridge Action Network (586) 260-6576 ★●●

Eaton Academy (586) 777-1519 ★●●

The Infinite Learning Center (586) 200-5264 ★●●●

The Kid Cave (586) 350-0425 ★●●●

Kid Fit Childcare (313) 421-2623 ★●●●

St. Peter's Lutheran Early Childhood Center (586) 777-6300 ★●●●

FRASER

Fraser Public Schools (586) 439-7600 ★★●●●

MACOMB TWP

Childtime - 24 Mile/Romeo Plank (586) 677-9118 ★●●●

Green Garden Child Development Center (248) 571-5767 ★●●●

MOUNT CLEMENS

Mount Clemens Community Schools (586) 461-3985 ★★●●●

Kiddy Korner (586) 493-5988 ★●●●

Morningstar (586) 469-5215 ★●●

NEW BALTIMORE

Anchor Bay (586) 716-7862 ★★●●●

NEW HAVEN

New Haven Community Schools (586) 749-8063 ★★●●●

Merritt Academy (586) 749-6000 ★●●●

RICHMOND

Richmond Community Schools (586) 727-3565 ★★●●●

Seasons of Learning (586) 248-4949 ★●●

ROMEO

Romeo Community Schools (586) 752-0314 ★★●●●

ROSEVILLE

Roseville Community Schools (586) 445-5780 ★★●●●

Joyful Tots (586) 469-5215 ★●●

Kidz Kondo Learning Center (586) 871-2424 ★●●●

Michigan Collegiate (586) 779-8055 ★●●

ST CLAIR SHORES

Lake Shore Public Schools (586) 285-8570 ★●●●

Lakeview Public Schools (586) 445-4159 ★●●●

Everlasting Word (586) 443-5760 ★●●●

Joyful Jungle Christian Learning Center (248) 435-8445 ★●●●

Mini Kampus (586) 294-2497 ★★●●●

South Lake Schools (586) 435-1640 ★★●●●

SHELBY TWP

Childtime - 24 Mile/Mound (586) 781-8680 ★●●●

Childtime - 22 Mile/Hayes (586) 532-7529 ★●●●

Shining Star Pre-school (586) 731-3344 ★●●●

Tutor Time - 21 Mile/Hayes (586) 532-7314 ★●●●

STERLING HEIGHTS

Academy 4 Lil' Angels (586) 532-6666 ★●●●

Noor International Academy (586) 365-5000 ★●●●

Tutor Time - 14 Mile/Van Dyke (586) 795-4770 ★●●●

Tutor Time - 14 Mile/Hayes (586) 264-6554 ★●●●

Utica Community Schools (586) 797-6930 ★★●●●

WARREN

Fitzgerald Public Schools (586) 757-5150 ★●●●●

Warren Consolidated Schools (586) 698-4046 ★★●●●

Warren Woods Public Schools (586) 439-4885 ★●●●●

The Giving Tree (586) 850-3729 ★★●●●

Kids' Avenue Christian Learning Center #2 (586) 486-4630 ★●●●●

Kids Will Be Kids (586) 393-1096 ★●●●●

Little Leaders (248) 807-7232 ★★●●●

Lovingkindness Learning Academy (586) 277-7211 ★●●●●

Michigan Math and Science Academy (586) 920-2163 ★●●●●

Mt Calvary Church (586) 469-5215 ★●●●

Second Home Child Development Center (586) 209-4267 ★●●●●

Small Wonders (586) 558-7444 ★●●●

Van Dyke Public Schools (586) 759-9406 ★★●●●

Closure Procedures

Guiding Principle:

In the event a sub-recipient declines to participate in GSRP or if a sub-recipient contract is terminated the following procedures will apply:

Procedures:

1. If the sub-recipient declines to participate in GSRP, written notification must be made to the ISD within 30 days prior to termination.
2. If the ISD were to terminate a sub-recipient GSRP contract, written notification will be given within 30 days of termination, unless a licensing/GSQ/fiscal violation has been established. In this case the ECC can terminate immediately. Termination may be with or without cause. Possible reasons for termination may include:
 - a. There is a decrease in the community need or quality of the program.
 - b. Sub-recipient has not complied with GSRP grant requirements, Childcare Licensing rules, Great Start to Quality or other requirement at the discretion of the ECC.
 - c. If upon termination of GSRP seats the sub-recipient was found by Childcare Licensing to be on any type of provisional license due to a special investigation, the sub-recipient will not be considered to partner with the MISD for GSRP seats until they have been clear of any special investigation for two consecutive years. After that time the sub-recipient may reapply for GSRP partnership.
3. In the event that a sub-recipient's GSRP seats are terminated for a period of time, all items listed below will be on hold until if/when the termination is final.
4. Upon notification of termination, an inventory must be provided by the sub-recipient to the ISD within 10 days. All equipment and supplies remaining must be returned to the ISD to be used in another GSRP program to which the seats are moved.
5. If termination occurs during the school year, the ISD will lead transitioning activities with the goal of preventing a break in service to children and minimizing distress to children and families.
6. Upon closure of a program, the administrator of the GSRP will work with the MISD ECC, ECS and/or the Finance Department for final invoice and payment structure.
7. If a program closes during the school year, a prorated rate will be paid for the seats allocated in the ISD/sub-recipient agreement.
8. Upon closure of a program, the children's files will be transferred to the ISD for secure storage or transfer to another program if possible during the school year.
9. Upon closure of a program, the sub-recipient will transfer all administrative files to the MISD within 60 days of closure.
10. Upon closure of a program, all remaining reports covering the period of time for which the sub-recipient participated must be completed by the sub-recipient.

Communication

Guiding Principle:

The Macomb ISD Early Childhood Contact ensures timely and accurate information is provided to all sub-recipients as part of the monitoring process.

Procedures:

1. Communication with families will be carried out on a regular basis throughout the program year, and carried out in the families primary or preferred language whenever possible. Various methods will include but not limited to:
 - a. Local Family Participation Group Meetings and Minutes
 - b. Parent Teacher Conferences
 - c. Home Visits
 - d. Newsletters
 - e. Open House
 - f. Social Media
 - g. Parent Café (hosted by Great Parents Macomb)
 - h. Great Start Collaborative Meetings
2. Communication with local family participation groups and the MISD's GSRP Advisory structure will provide on a regular basis the following:
 - a. Procedures and timetables will be shared for program planning
 - b. MDE communications and updates will be shared in regards to policies, guidelines, and other communications.
 - c. Program plans, policies, procedures and grant application will be shared and discussed including any financial reports.
3. Communication with staff will include mechanisms for regular communications among all program staff by:
 - a. We have an email chain of command established. MDE communications are immediately shared from the ECC to the Chief Academic Officer. Emails are sent to the sub-recipients (including the ECSs) from the Chief Academic Officer and the ECC.
 - b. Updates to annual written plans will be communicated in a timely manner
 - c. CRN meetings will be held 4 times per year
 - d. ECS meetings are held a minimum of 5 times per year
 - e. CBO meetings are held a minimum of 5 times per year
 - f. The ECS will meet with sub-recipients to review the previous year's Classroom Coach/Class, set goals and follow-up with post conferences after the Spring Classroom Coach/Class.
 - g. ECS will provide ongoing PD and support for the programs they work with. Communication is the main key for the ECS while working with teachers. The ECS will maintain communication throughout the year regarding goals, Classroom Coach/Class outcomes, and any and all quality improvement measures.

Conflict Resolution Protocol

Guiding Principle:

In the event that an area of conflict or disagreement may arise, the following process will be taken to ensure conflicts are addressed in a formal matter:

Procedures:

1. A sub-recipient with a complaint involving the Macomb ISD Great Start Readiness Program is encourage to first attempt to resolve the matter informally by telephone, email, or via a 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 GSRP Early Childhood Contact (ECC) Macomb ISD, 44001 Garfield Rd, Clinton Twp. MI 48038.
2. Receipt of a formal written complaint the ECC will promptly send a written conformation to the sub-recipient acknowledging receipt of the complaint. A meeting will also be scheduled to discuss and seek agreement and resolution of the formal complaint. Areas of conflict and disagreement will be addressed by:
 - a. Identifying the areas of agreement.
 - b. Identifying the areas of disagreement.
 - c. Exploring facts: What is the data and what does it tell us?
 - d. Exploring methods: How should we do what we need to do?
 - e. Reviewing goals: What is our objective?
 - f. Reviewing beliefs: why do we each think it must be done a particular way?
 - g. Reaching a consensus so that we can move forward with the areas of agreement.
 - h. Continuing to address the points of disagreement on an ongoing basis.
3. The ECC shall issue a written decision regarding the sub recipient's formal complaint within fifteen (15) working days following completion of the meeting.
4. 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 County wide GSRP Advisory Committee. The appeal must state all facts and arguments upon which is the appeal is based. The Advisory Committee 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.
5. The sub-recipient may, within five (5) working days after receipt of the County wide GSRP Advisory Committee's written decision, file a written appeal to the Macomb ISD Superintendent. Upon receipt of the formal written appeal, the superintendent 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.

Funding Application

Guiding Principle:

A comprehensive, annual community needs assessment shall be conducted to determine eligible children in Macomb County.

Procedures:

1. Annually, Macomb ISD early childhood staff shall collect the most up-to-date child population, existing pre-k seats, free and reduced lunch count and other factors.
2. The School Readiness Advisory Committee reviews which areas in the county have waitlists and how long those waitlists are in order to determine where there might be a high number of 4 year olds that qualify for GSRP. The team also reviews which areas in the country have open seats in order to (a) determine where there may not be as high of a need and (b) to discuss recruitment methods in these areas. In addition, the team discusses cross-ISD enrollment (location and need) as well as community based partners.
3. The chairs of the SRA committee along with the GSC Director work to complete the CNAA. They discuss what data needs to be gathered from each potential GSRP site and an electronic survey is sent out. This includes questions about the number of kindergartners and children that qualify for free and reduced lunch, and the number of seats requested. They decide where there may be more need for GSRP seats in the county and how to provide classrooms for that need (including thoughts about CBOs).
4. The SRA committee examines final seats awarded for the county. The team reviews distribution and enrollment to date. This is also when the team reviews what percentage of seats are provided to CBOs and discusses new CBO partners. The team also reviews via GIS mapping of Macomb County based on quadrants, the distribution of seats compared to the number of eligible children in that quadrant.
5. The plan will be shared with the Great Start collaborative for feedback and input on potential sited including CBOs.

Community Partnerships

Guiding Principles:

It is the goal of the Macomb ISD to provide high quality preschool programs for four year old children who may be at risk of school failure. Through the Great Start Collaborative, School Readiness Committee and other community agencies, the Early Childhood Contact and GSRP Coordinator will reach out to potential community based partners who have obtained a Level 3: Enhancing Quality.

Procedures:

1. Child care directors will be sent an informational letter highlighting the important points about the program. A grant application will be sent to all licensed providers by email and through mail, within 7 days of receiving seat allocations for Macomb.
2. Child Care Center Directors will be contacted once they have submitted their grant application, by the GSRP Coordinator, for a site visit. A rubric will be completed by the Coordinator and the Director. Once all necessary documents have been reviewed by the ECC, a follow-up visit will be conducted to review the centers potential status as a GSRP site.
3. Child Care Directors will receive an invitation to attend all GSRP informational meetings at the MISD as well as become part of the local CRN group. Additional arrangements will be made for those partners that cannot attend during the day. A representative from ELC is in attendance to help with any GSQ rating questions.
4. All efforts will be made to ensure Macomb ISD is increasing their community partnership with potential centers. Documentation will be kept with the GSRP Coordinator to reflect these efforts. They will also be shared and reviewed with the GSC and School Readiness Committee.

The above is contingent on MDE's guidance when additional GSRP funding is not granted.

* See process for selecting sub-recipients and awarding seats.

Fiscal Policy and Review

Guiding Principle:

Sub-recipient notification of written fiscal procedures for seat award and transportation allocations, including timelines for submissions and budget amendments is an important part of GSRP. Written procedures ensure that sub-recipients submit accurate budgets and receive timely payments.

Procedures:

1. Sub-recipients will be notified via email of their seat award and corresponding transportation allocation following notification from MDE of final allocations. This typically occurs in July.
2. Seat and transportation budgets are due in October. Sub-recipients are notified of the exact date and given enough time to complete and return for approval. The MISD will provide sub-recipients with the updated yearly GSRP budget template and supporting documents such as:
 - a. Capital outlay request forms
 - b. Building cost worksheet
 - c. GSRP staff responsibilities template
 - d. GSRP function codes
 - e. Percentage of MISD administrative cost/ECS fees
 - f. Online Classroom Coach cost
 - g. Online child assessment cost
 - h. Food Cost Invoice
3. Final Expenditure and Carryover budgets are due in November. Sub-recipients are notified of the exact date and given enough time to complete and return for approval.
4. Budgets will be collected and reviewed by the Macomb ISD business office and the GSRP Early Childhood Contact/Coordinator/GSRP Fiscal Compliance. Budgets will only be approved if expenditures are allowable, reasonable, and necessary to the program.
5. If a budget amendment needs to be made, the sub-recipient must notify the ECC and Macomb ISD business office of the changes for approval. Upon approval from MDE a request for budget amendments is sent out to all sub-recipients in January. At this time programs can make any necessary changes to their budgets to more closely align final expenditures.
6. Sub-recipients that receive state funding will receive 11 monthly payments. They will be mailed to the sub-recipients as soon as the MISD receives the check from MDE. This is usually at the end of each month.
7. All receipts and payroll must be kept at the sub-recipient level. The Macomb ISD will conduct fiscal reviews on programs and will request receipts, payroll, invoices, etc. After the review programs will receive documentation on the review and any concerns.
8. Professional development will be provided annually for business officials and GSRP sub-recipient contacts regarding budget timelines, process for submitting budgets, and process for payment.
9. Sub-recipients will be required to keep an inventory list of items purchase with GSRP funds.
10. Food cost invoice and/or other documentation will be reviewed annually.
11. All Community Based Partners will receive a fiscal binder that they will maintain and provide during a fiscal review. The binder will be monitored at least bi-monthly each year by the MISD.
12. All Community Based Partners will complete the annual GSRP budget and final expenditures/carryover report with the GSRP Fiscal Compliance Coordinator at the Macomb Intermediate School District.

Monitoring Sub-recipients

Guiding Principles:

Macomb ISD, as the GSRP grantee, has the responsibility to monitor program quality to ensure that all sub-recipients comply with all program requirements as stated in the GSRP implementation manual. All GSRP sub-recipients will be monitored annually.

Procedures:

1. The Sub-recipient must submit a budget to the Early Childhood Coordinator using the forms provided. The budget will be reviewed and either returned to the Sub-recipient for amendments or approved by the Early Childhood Coordinator, the Early Childhood Coordinator and the ISD Finance Department. The budget must be approved before any funds are distributed to the Sub-recipients.
2. Each sub-recipient must submit any over income tuition statements/receipts as requested by the MISD.
3. The term of the contract shall be for a period of 12 months commencing on October 1st and shall continue through and include September 30. Funds will be distributed to the sub-recipients in equal installments spread over 11 months.
4. Any amendments to the budget must be approved prior to new budgets being adopted. (See Fiscal Planning and Review section)
5. Sub-recipients will maintain current licensing of facilities and program by the Department of Human Services and report to the Early Childhood Coordinator in writing within 10 days of receipt of a violation of licensing. The MISD works closely with Childcare Licensing to ensure all programs follow licensing rules.
6. In the event that a sub-recipient is put on any type of a provisional license, the MISD ECC will determine if the sub-recipient will remain a GSRP partner.
7. The ECS will monitor adult/child ratio, class size, hours and weeks of operation. A GSRP yearly calendar will be given to the ECS each year for approval.
8. Per legislation, Sub-recipient will participate in Michigan's Great Start to Quality system on an annual basis and maintain a minimum Level 3: Enhancing Quality.
9. Sub-recipient will provide to the Early Childhood Specialist upon request copies of evidence of parental engagement including but not limited to newsletters, parent logs, copies of home visits and conferences, and school calendars. This information will be kept in the GSRP classroom binders and monitored each year by the MISD.
10. Sub-recipients will provide to the Early Childhood Specialist copies of all required certifications of Teachers and Associate Teachers. Within 10 days of a staff member change, the ECS shall be notified in writing of the change with copies of required certifications. Any Compliance Plans must be written and approved by the ECS/ECC.
11. Sub-recipient will participate in professional development provided by the MISD. The professional development aligns with sub-recipient needs based on data and annual training on the Classroom Coach, Great Start to Quality, Curriculum, Assessment and developmental screeners.
12. Sub-recipients will be required to participate in the National School Nutrition Program and/or the Child and Adult Snack Program. Monthly invoices will be turned in to the MISD for monitoring purposes.
13. The Early Childhood Specialist and the Early Childhood Coordinator will monitor the intake, enrollment and wait list to develop programs in areas of the ISD where there is student need.

14. The ECC and GSRP Coordinator will monitor program policies identified in the GSRP implementation manual. Each GSRP classroom will be required to maintain a classroom binder. The binders will be available for MISD review and will contain examples of the following:
 - a. Newsletters and parent involvement
 - b. Conference and home visit schedules
 - c. Lesson plans-including virtual lessons if applicable
 - d. Personnel records
 - e. Copy of Classroom Coach/Class
 - f. Program goals
 - g. Family Participation agendas
 - h. GOLD/COR data
 - i. ECS visit forms
 - j. Teaching team letters
 - k. Transition plans into and out of GSRP
 - l. School calendars
15. Fiscal reviews will be conducted randomly each year by the MISD. A site visit will be scheduled and the GSRP budget will be reviewed alongside receipts, invoices, payroll, etc. Programs will receive a follow-up after the visit with any concerns.
16. Monitoring reviews will be conducted randomly each year by the MISD, using the Accountability Checklist. Programs will receive a follow up with any concerns. Programs that are determined to be non-compliant will be placed on a probationary period for one year. In the event that the program does not reach compliant status, it will be at the discretion of the ECC if seats will be allocated.
17. The MISD will monitor children's files for eligibility each year using the child file review form. In addition class lists may be requested for enrollment verification purposes.
18. Continued monitoring of program requirement and quality is ongoing. When the MISD receives a complaint against a sub-recipient, the program is contacted immediately. If the program is found to be out of compliance with a GSRP requirement a citation will be given. Programs with continued citations and concerns will be at the discretion of the ECC in regards to continued seat awards.

If needed the MISD will share a report of noncompliance with the sub-recipient. A follow-up meeting will be scheduled as needed. If areas of improvement are found, the sub-recipient will be required to develop an improvement plan in collaboration with the ECC. The plan will include areas of improvement and action steps that will be taken to implement a timeline for completion.



Great Start Readiness Program Lead Teacher Compliance Plan

Name:

District:

Position:

Date:

A lead teacher's compliance plan must be completed within three years of the date of hire with GSRP. Progress toward completion of the compliance plan shall consist of at least two credit-bearing courses per calendar year.

Educational Training Plan:

Documentation to Support Employment of Non-Compliant Lead Teacher

_____ Applicant has three years' experience and significant training in early childhood, based on the recommendation of the MISD

And

_____ Applicant is within three years of obtaining a Bachelor's or Master's degree in early childhood education or child development (attach supporting documents)

_____ Applicant is within three years of obtaining an early childhood or lower elementary endorsement on a valid Michigan Teaching Credential (attach supporting documents)

Expected Completion Date: _____

Staff Signature

Early Childhood Specialist Signature

Early Childhood Contact Signature

Early Childhood Specialist Progress Monitoring

Date ECS Initials _____ Date ECS Initials _____ Date ECS Initials



Great Start Readiness Program Associate Teacher Compliance Plan

Name:

District:

Position:

Date:

Compliance plans for associate teachers must minimally include two courses or 60 clock hours of training per calendar year from an approved training institution or agency, must be completed within three years of the date of employment, and must result in the attainment of the CDA or an associate's degree in child development or early childhood education.

Educational Training Plan:

Documentation to Support Employment of Non-Compliant Associate Teacher

_____ Applicant has a minimum of six months verified experience in early childhood education

AND

_____ Applicant is enrolled in courses to complete an associate's degree in early childhood education or child development (attach supporting documents)

_____ Applicant is enrolled in courses to complete a valid center-based Preschool CDA credential (attach supporting documents)

Expected Completion Date: _____

Staff Signature

Early Childhood Specialist Signature

Early Childhood Contact Signature

Early Childhood Specialist Progress Monitoring

| Date | ECS Initials | Date | ECS Initials | Date | ECS Initials |
|------|--------------|------|--------------|------|--------------|
|------|--------------|------|--------------|------|--------------|

Program Citation Documentation

To: (Lead Teacher)
Name: (Building Principal)

Name: (Program Director)
Name: (Superintendent)

From: JoAnne Elkin
Early Childhood Contact, MISD

Date:

Re: Concern

Details:

Citations are used to document compliance with the Great Start Readiness Program and Implementation Manual. Part of our local process in awarding funding to programs, includes looking at the integrity of meeting these guidelines for ensuring the highest quality programs are being offered to the neediest of children in our community. Our role is to support you and increase your understanding of best practice strategies in early childhood education.

You are receiving this citation due to the following concerns:

Action Needed:

We are requesting that you submit an action plan to JoAnne Elkin to demonstrate your efforts in meeting the GSRP requirements as outlined in the Implementation Manual. Programs choosing not to meet GSRP requirements risk the loss of funding. Please use the action plan template attached.

Action Plan

| | |
|---|--|
| Goal: Specifics of what is needed to be in compliance with the GSRP Implementation Manual. | |
| Action Steps: What action will you plan to take to accomplish this goal(s)? | |
| Support: What support, if any, will you require to accomplish this goal(s)? What support, if any, can the MISD provide? | |
| Timeline: When do you expect to see progress toward achieving this goal (s)? *If goal is not achieved in the proposed time frame there is a risk of loss of funding | |

Lead Teacher Signature: _____

Program Administrator/Director Signature: _____

Submitted by: _____

Date: _____



Great Start Readiness Program
Children's Record Review Form

| | |
|----------------------------------|--|
| ISD: | |
| Subrecipient: | |
| Site: | |
| Teacher: | |
| Person Completing this Document: | |
| Date: | |

| Child's Name | | | | | | | | | | | Child Assessment | | |
|--------------|---------------|---|----------------------------|--------------|---|------------------|---------------------------------|--|--------------------|-----------|------------------|-------------------------|--|
| Last Name | First Initial | Proof of Age Age 4 on or before 9/01 (or 12/01) of current school year. Document: legal birth certificate, passport, hospital record, baptismal record, or other. | Eligibility Guideline Code | Risk Factors | Documentation of Partnership in Child Development | Home Visit Dates | Parent Teacher Conference Dates | Referrals to Meet Child or Family Need | Dev Screening Date | Anecdotes | Portfolio | Individualized Planning | |
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Family Participation Group

Guiding Principle:

The MISD will ensure that all sub-recipients have a Family Participation Group that is active and engaged in the GSRP policies of their child's program.

Procedures:

1. Macomb ISD shall be responsible for the following:
 - a. Ensuring parents are active decision makers in GSRP. Parent shall be given the opportunity to be involved in training, related county wide committees such as the Great Start Collaborative, Parent Coalition and the School Readiness Committee.
2. Macomb ISD GSRP sub-recipients shall be responsible for the following:
 - a. Creating a local GSRP Family Participation Group with a focus on local considerations including enrollment, recruitment, Classroom Coach, child outcome data, family learning opportunities, and transitioning.
 - b. Holding at least 2 meetings annually.
 - c. Sub-recipients and/or programs must provide opportunities for active and continuous participation of families of enrolled children.
 - d. Recruiting from their local committee to participate in the Macomb School Readiness Committee, Great Start Collaborative and Parent Coalition.
 - e. Share community events and services with parents and families.
 - f. Documentation such as agendas or flyers must be submitted to you ECS.

Philosophy

Guiding Principle:

Macomb ISD will review each sub-recipient's philosophy statement to be included in their program manual.

Procedures:

1. The philosophy Statement will include documented beliefs by which decisions are made.
2. The philosophy statement also must address local, social economic, cultural, and family needs; and is promoted widely via websites, recruitment materials, classroom newsletters, handbook and parent-boards.
3. Each philosophy statement should address local concerns and be aligned with the Early Childhood Standards of Quality for Pre-Kindergarten and the Key Elements of High Quality of Early Childhood Learning Environments: Preschool.
4. Sub-recipients will provide evidence of philosophy statement and promotion of the philosophy of the program upon request by the Early Childhood Specialist.
5. The written philosophy statements will be reviewed by administrators, staff, the School Readiness Advisory Committee and the Great Start Readiness Program Family Participation Group.

Professional Learning

Guiding Principle:

The MISD Early Childhood staff collaboratively plans opportunities for Early Childhood Specialists and GSRP staff to strengthen their knowledge of Early Childhood Education through meaningful professional development opportunities.

Procedures:

1. The Macomb ISD Early Childhood staff and data analysis team, review the Classroom Coach/CLASS outcomes, child outcome data and other forms of classroom observations, to determine the need for professional development.
2. The MISD has a Children's Resource Network where all of the GSRP staff come together 4 times a year to receive training in grant requirements, implementation manual, recruitment and enrollment procedures, Classroom Coach/CLASS outcomes, Great Start to Quality items, and classroom requirements.
3. In addition, the MISD offers curriculum, assessment and screening trainings to support classrooms.
4. The Early Childhood Specialists attend any MDE provided trainings and are encouraged to stay up to date on Curriculum and Assessment used within the GSRP classrooms. ECS's must attend all curriculum trainings, CRN trainings, and ECS meetings held 5 times per year by the ECC. The MISD ECSs meet monthly.
5. The Early Childhood Specialists play a crucial role in making sure the teachers are using their curriculum, assessment and screener. The ECS will provide additional training to their teachers based on Classroom Coach/CLASS results and goals that are set for the year. These goals are reviewed throughout the year and the ECS makes sure the teachers have shown improvement in those areas.

Program Evaluation

Guiding Principle:

Multiple sources of data will be used to systematically and continuously evaluate and improve the outcomes at the classroom and program level.

Procedures:

Macomb ISD will be responsible for the following:

1. Ensure the use of curriculum and assessment tool approved by the ISD across programs.
2. Provide a reliable rater (if contracted) to complete the Classroom Coach/CLASS to assess local classroom structure, processes, and outcomes to document program effectiveness.
3. Use the Classroom Coach/CLASS to assess 30% of local classroom structure, processes, and outcomes to document effectiveness, entering the Classroom Coach/CLASS Online to record the end of year results within the dates established annually by MDE. Each classroom will receive a program assessment on a three year cycle. Support Early Childhood Specialists in developing professional development plans.

Macomb ISD sub-recipients shall be responsible for the following:

1. Notify all parents upon enrollment, via the parent handbook, that information about their child and family is collected, reported, and analyzed to learn about the effectiveness of GSRP.
2. Maintain confidentiality with regard to student and family information.
3. Complete an approved screener on all children enrolled in the program within two weeks of enrollment.
4. Implement an MDE approved curriculum and child assessment (TS Gold or COR) to keep ongoing child observation data.
5. Produce and analyze child outcome data to guide parent-teacher decisions about child interventions, lesson planning, classroom decisions, and program-wide improvement.
6. Provide a qualified Early Childhood Specialist that is a reliable assessor in the Classroom Coach/CLASS.
7. Annually meet with an Early Childhood Specialist, including the program administrator and teaching staff, upon completion of the Spring Classroom Coach/CLASS to write classroom and program goals.
8. Ensure collaborative partnership between the ECS and the GSRP classroom staff to develop a program-wide professional development plan.
9. Track children served in GSRP as means for follow up through second grade
10. Establish a data analysis team to include GSRP teaching staff, Early Childhood Specialist(s), parents, program director, and community members as appropriate, which meets at least three times within the program year to review Classroom Coach/CLASS and Child assessment outcomes data. During the end of year meeting, the team will:
11. 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);
12. Use data to establish professional development goals;
13. Set measurable goals and objectives to address classroom quality, and child outcomes;
14. Address whether policies and procedures require revisions;
15. Inventory available program resources (time, money, personnel, technology, curriculum resources, training, etc.).



Macomb Intermediate School District

Early Childhood Specialist Framework




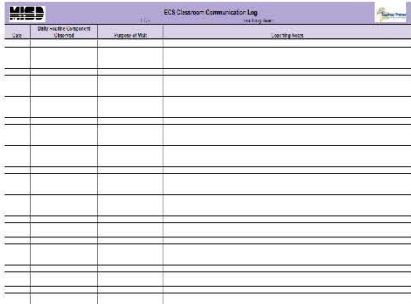
These materials were provided/developed under a grant awarded by the Michigan Department of Education

Revised July 1, 2023

| Introduction | Table of Contents | |
|--|--|--|
| <p>The Macomb Intermediate School District is committed to providing high-quality educational services to our youngest learners. High-quality preschool gives children a strong start on the path that leads to school success.</p> <p>The Great Start Readiness Program (GSRP) Early Childhood Specialist (ECS) is the educational leader and catalyst for continuous quality improvement for each GSRP Classroom. Continuous improvement begins with program leaders who engage themselves and teaching teams in reflecting on strengths and growth areas. Through observation and feedback, the ECS supports teaching teams and site administrators to provide high-quality preschool with fidelity to the GSRP model.</p> <p>The document is designed to serve as an ongoing reference for every Macomb County ECS to ensure they have a clear understanding of their role and responsibilities. As we work collaboratively to strengthen all GSRP programs, our goal is that all GSRP teaching teams feel fully supported by their ECS.</p> <p>JoAnne Elkin GSRP Grant Administrator Early Childhood/Early Literacy Consultant Macomb Intermediate School District</p> <p>Kelly Adamek GSRP Lead Coordinator/Early Childhood Specialist Macomb Intermediate School District</p> | <p>Introduction and Table of Contents 3</p> <p>September 4</p> <p>October 5</p> <p>November 6</p> <p>December 7</p> <p>January 8</p> <p>February 9</p> <p>March 10</p> <p>April 11</p> <p>May 12</p> <p>June 13</p> <p>ECS Forms and Templates 14-19</p> <p>ECS Observation Tips 20-21</p> <p>Professional Development Calendar 22-23</p> <p>References Michigan Department of Education (2021). <i>GSRP Implementation Manual</i></p> <p><i>Snyder, P., Hemmeter, M. L., & Fox, L. (2022). Essentials of Practices-Based Coaching: Supporting Effective Practices in Early Childhood. Paul H. Brookes Publishing Co.</i></p> | |



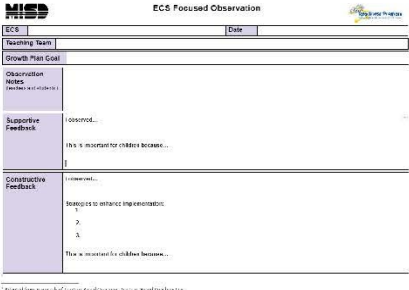
October

Before the children's program begins, work with teaching teams to ensure that planned daily routines and classroom arrangements meet GSRP requirements and reflect the comprehensive curriculum model.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>November 1st</i> |
|--|---|--|
| <ul style="list-style-type: none"> Classroom visits (visit each classroom 1-2 times) Review required child development screening tool and ongoing assessment tool Review Classroom Coach/CLASS from Spring (if applicable) Review/Set goals Set Classroom Coach/CLASS baseline dates (if applicable) Review teacher qualifications and complete compliance plans if needed Discuss how data will be reviewed as a team and used over the course of the year Set up feedback sessions for baselines (if applicable) | <ul style="list-style-type: none"> Lead teacher GOLD/COR reliability certification due by December 1st Child developmental screener should be complete within 2 weeks of enrollment | <ul style="list-style-type: none"> Baseline summary (if applicable) Professional growth plan for each teaching team  <ul style="list-style-type: none"> Compliance plan for teachers/ associates (if applicable) ECS classroom communication log must be completed for each teaching team every month  |

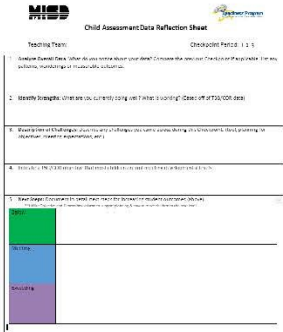
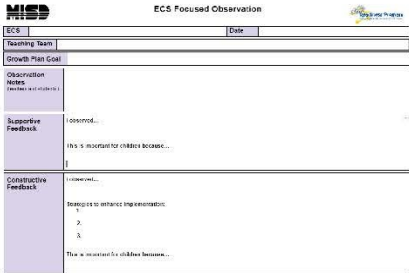
November

Provide monthly coaching to teaching teams, based on the professional growth plan, which may include offering support by observing to provide feedback on techniques or interactions, modeling strategies with children, attending home visits/conferences, offering classroom or professional learning resources, meeting with teaching teams to discuss feedback, strengths and needs, plans, etc. Meetings may be in person or through electronic means.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by December 1st |
|---|--|--|
| <ul style="list-style-type: none"> Classroom visits (visit each classroom 1-2 times) | <ul style="list-style-type: none"> Checkpoint 1 ends December 1st Set up a date and time for a Checkpoint 1 data meeting with your ECS | <ul style="list-style-type: none"> GOLD/COR lead teachers reliability certificates (renewal every 3 years) <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> ECS classroom communication log must be completed for each teaching team every month Checkpoint 1 ECS Focused Observation (minimum 1 per teaching team) <div style="margin-top: 10px;">  </div> |

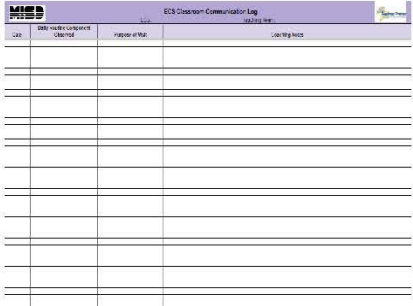
December

Through observation and feedback, the ECS supports teaching teams and site administrators to provide high-quality preschool with fidelity to the GSRP model.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>February 1st</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Classroom visits (visit each classroom 1-2 times) • Ensure Checkpoint 1 is finalized by December 1st- check quality and completion • Begin child file reviews • Teacher Meetings: <ul style="list-style-type: none"> ◦ Compliance/Classroom Coach/ CLASS concerns ◦ Data Meetings- review Checkpoint 1 data with teaching teams, check-in on yearly goals, amend professional development plans as necessary | <ul style="list-style-type: none"> • Checkpoint 1 data meeting date and time • Print Checkpoint 1 reports to share with families at conferences/home visits | <ul style="list-style-type: none"> • ECS classroom communication log must be completed for each teaching team every month • Meet with each teaching team and complete a Data Reflection form and revisit the Professional Growth Plan <div style="text-align: center;">  <p>The screenshot shows a 'Child Assessment Data Reflection Sheet' from MISD. It includes a 'Teaching Team' field, a 'Checkpoint Period' (1, 2, 3), and a series of numbered questions for reflection. A legend on the left indicates that green represents 'Exceeds', blue represents 'Meets', and purple represents 'Does Not Meet'.</p> </div> <div style="text-align: center;">  <p>The screenshot shows an 'ECS Focused Observation' form from MISD. It includes fields for 'ECS', 'Teaching Team', 'Date', and 'Growth Plan Goal'. It also has sections for 'Observation Notes', 'Supportive Feedback', and 'Constructive Feedback', each with a 'Comments' field.</p> </div> |

January

The ECS confidently advocates for children, families, and teachers to ensure appropriate decisions are made about the program.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>February 1st</i> |
|--|---|--|
| <ul style="list-style-type: none"> • Classroom visits (visit each classroom 1-2 times) • Begin child file reviews • Teacher Meetings: <ul style="list-style-type: none"> ◦ 1st Family Participation Group meeting should be held by the end of January ◦ Review professional development and schedule PD as needed | <ul style="list-style-type: none"> • Schedule and facilitate the 1st Family Participation Group meeting by the end of January. Reach out to your ECS for support | <ul style="list-style-type: none"> • 1st Family Participation Group meeting agenda • ECS classroom communication log must be completed for each teaching team every month  |

February

Monitor quantity and quality of narrative anecdotal evidence entered into the child assessment tool by each teaching team. Support the continuous, purposeful analysis of child progress to inform parent partnerships and teaching through lesson planning for meaningful, intentional whole group instruction, as well as respond to small group and individual child needs.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>April 1st</i> |
|---|--|--|
| <ul style="list-style-type: none"> • Classroom visits (visit each classroom 1-2 times) • Child file reviews • Schedule Spring Classroom Coach/CLASS observation dates <ul style="list-style-type: none"> ◦ 30% of your classrooms ◦ Teaching teams are on a 3 year cycle • Teacher Meetings: <ul style="list-style-type: none"> ◦ Classroom Coach/CLASS review/meeting to go over goals and measure progress | <ul style="list-style-type: none"> • Checkpoint 2 ends on March 1st | <ul style="list-style-type: none"> • ECS classroom communication log must be completed for each teaching team every month • Child file review forms <div data-bbox="1423 688 1829 911" data-label="Table"> </div> • Checkpoint 2 ECS Focused Observation (minimum 1 per teaching team) <div data-bbox="1423 1052 1829 1338" data-label="Form"> </div> |

March

Ensure that the selected program evaluation tool is administered between March 1 and May 30 with entry into the online system completed by June 15.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>April 1st</i> | | | | | | | | | | | | |
|---|---|--|----------------------------|--------------------------------|----------|---|--|--|---|--|--|---|--|--|
| <ul style="list-style-type: none"> Classroom visits (visit each classroom 1-2 times) Child file reviews Classroom Coach/CLASS administered March 1-May 30 <ul style="list-style-type: none"> 30% of your classrooms Teaching teams are on a 3 year cycle Entered into the system by June 15th Ensure Checkpoint 2 is finalized by March 1st- check quality and completion Teacher Meetings: <ul style="list-style-type: none"> 2nd Data Meetings- review Checkpoint 2 data with teaching teams, check-in on yearly goals, amend professional development plans as necessary Classroom Coach/CLASS feedback sessions (if applicable) | <ul style="list-style-type: none"> Checkpoint 2 data meeting date and time Print Checkpoint 2 reports to share with families at conferences/home visits | <ul style="list-style-type: none"> ECS classroom communication log must be completed for each teaching team every month Meet with each teaching team and complete a Data Reflection and revisit the Professional Growth Plan <div data-bbox="1470 730 1764 1071"> </div> <div data-bbox="1407 1071 1827 1347"> <table border="1"> <thead> <tr> <th>Steps to achieve this goal</th> <th>Strategies or resources needed</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> </div> | Steps to achieve this goal | Strategies or resources needed | Timeline | 1 | | | 2 | | | 3 | | |
| Steps to achieve this goal | Strategies or resources needed | Timeline | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> Child file review forms | | | | | | | | | | | | |

April

Be available for teaching teams between visits as needed.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>June 30th</i> |
|--|--|---|
| <ul style="list-style-type: none"> • Classroom visits (visit each classroom 1-2 times) • Classroom Coach/CLASS administered March 1-May 30 <ul style="list-style-type: none"> ◦ 30% of your classrooms ◦ Teaching teams are on a 3 year cycle ◦ Entered into the system by June 15th • Teacher Meetings: <ul style="list-style-type: none"> ◦ Classroom Coach/CLASS feedback sessions (if applicable) | <ul style="list-style-type: none"> • 2nd Family Participation Group meeting needs to be held by June 30th | <ul style="list-style-type: none"> • 2nd Family Participation Group meeting agenda • ECS classroom communication log must be completed for each teaching team every month <div data-bbox="1423 711 1831 935" data-label="Image"> </div> <ul style="list-style-type: none"> • Classroom Coach/CLASS entered into the system |

May

Follow up with the appropriate administrators, including the Early Childhood Contact, if aware that licensing requirements are not met.

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>June 30th</i> |
|---|---|---|
| <ul style="list-style-type: none"> • Classroom visits (visit each classroom 1-2 times) • Classroom Coach/CLASS administered March 1-May 30 <ul style="list-style-type: none"> ◦ 30% of your classrooms ◦ Teaching teams are on a 3 year cycle ◦ Entered into the system by June 15th • Teacher Meetings: <ul style="list-style-type: none"> ◦ Classroom Coach/CLASS feedback sessions (if applicable) ◦ 3rd Data Meetings- review Checkpoint 3 data (when complete) with teaching teams, evaluate progress made on yearly goals ◦ Begin discussion around goals for the following year during feedback session | <ul style="list-style-type: none"> • Checkpoint 3 should be finalized by June 15th • Set up Checkpoint 3 data meeting date and time with your ECS | <ul style="list-style-type: none"> • 2nd Family Participation Group meeting agenda • ECS classroom communication log must be completed for each teaching team every month • Classroom Coach/CLASS entered into the system • Meet with each teaching team and complete a Data Reflection and revisit the Professional Growth Plan <div data-bbox="1501 885 1774 1347" style="text-align: center;"> <p>The screenshot shows a 'Professional Growth Plan' form. At the top, there is a header with 'MISD' and 'Child Assessment Data for Action Plan'. Below this is a section with a bar chart containing three bars: a green bar, a blue bar, and a purple bar. Underneath the chart are several text input fields and checkboxes, including a section for 'Professional Growth Plan' with a 'Print' button.</p> </div> <ul style="list-style-type: none"> • Checkpoint 3 ECS Focused Observation (minimum 1 per teaching team) |

June

Thank you for helping ensure high quality in the Macomb County Great Start Readiness Program!

| ECS Tasks and Responsibilities | Reminders for Teaching Teams | Items Due in the MISD ECS Google Folder by <i>June 30th</i> |
|---|--|---|
| <ul style="list-style-type: none"> • Teacher Meetings: <ul style="list-style-type: none"> ◦ Classroom Coach/CLASS feedback sessions ◦ End of year review ◦ Checkpoint complete by June 15 • Admin Meeting: <ul style="list-style-type: none"> ◦ Review data ◦ Enrollment and recruitment ◦ Questions/concerns | <ul style="list-style-type: none"> • Print Checkpoint 3 reports to share with families at conferences/home visits | <ul style="list-style-type: none"> • 2nd Family Participation Group meeting agenda • ECS classroom communication log must be completed for each teaching team every month • Classroom Coach/CLASS entered into the system and copy kept in each teaching teams Google Folder • Meet with each teaching team and complete a Data Reflection and Professional Growth Plan forms • Checkpoint 3 ECS Focused Observation (minimum 1 per teaching team) <div data-bbox="1423 1063 1837 1356" style="text-align: right; margin-top: 20px;"> </div> |



Professional Growth Plan



| | | | |
|--|--|--|-----------------|
| Teaching Team | | Date | |
| Early Childhood Specialist | | | |
| Implementation Goal | | | |
| Goal we want to achieve: | | | |
| Related Program Evaluation Indicator or Child Outcome Objective | | | |
| | | | |
| | Steps to achieve this goal | Strategies or resources needed | Timeline |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| Family Connection: How are you planning to support this goal through family engagement? | | | |
| | | | |
| Review | | | |
| Checkpoint 1 Review Date: _____ Making progress, but I need to make modifications | Checkpoint 2 Review Date: _____ Making progress, but I need to make modifications | Checkpoint 3 Review Date: _____ Goal achieved! I'm ready to set a new goal. | |

Adapted from Essentials of Practices-Based Coaching, Action Plan Template.



ECS Focused Observation



| | | | |
|---|---|-------------|--|
| ECS | | Date | |
| Teaching Team | | | |
| Growth Plan Goal | | | |
| Observation Notes (teachers and students) | | | |
| Supportive Feedback | I observed... This is important for children because... | | |
| Constructive Feedback | I observed... Strategies to enhance implementation: 1. 2. 3. This is important for children because... | | |

Adapted from Essentials of Practiced-Based Coaching, Practice-Based Coaching Log.



Child Assessment Data Reflection Sheet



Teaching Team:

Checkpoint Period: 1 2 3

| | |
|---|--|
| 1. Analyze Overall Data: What do you notice about your data? Compare to previous Checkpoint if applicable. List any patterns, wonderings or measurable outcomes. | |
| 2. Identify Strengths: What are you currently doing well? What is working? (Based off of TSG/COR data) | |
| 3. Description of Challenges: Describe any challenges you came across during the Checkpoint. (tool, planning for objectives, meeting expectations, etc.) | |
| 4. Indicate a TSG/COR objective that most children are not meeting developmental levels | |
| 5. Next Steps: Document in detail next steps for increasing student outcomes (above). **Utilize Objective and Dimensions volume to support planning & how to move children to the next level. | |
| Below | |
| Meeting | |
| Exceeding | |



Data Reflection Companion Document

Ongoing, authentic, comprehensive child assessment is critical not only to providing data on children's progress, but is essential to purposeful, intentional teaching practices. GOLD and COR observations are embedded into everyday interactions with students. Child assessment data assesses the whole child and is collected daily across the preschool routine and entered into the online system.

Child assessment information should be shared with families multiple times per school year. This can be done at home visits, parent teacher conferences, and during arrival/dismissal. Many teachers find it useful to share individual anecdotal notes with families on classroom apps.

Recommended Reports

My Teaching Strategies GOLD

Snapshot by Dimension and/or Class Profile

** During the 2nd and 3rd checkpoint- reports from previous checkpoints should be pulled to compare how each child grew. Also have the previous Data Reflection sheet to see where children were at during the previous checkpoint.
It is also helpful to have the GOLD progressions to review levels and plan for next steps.*

HighScope COR

Growth and/or Performance

**The Growth report provides teachers with an average / score per child, per period (checkpoint). Performance reports from previous checkpoints should be pulled to compare class averages and overall class growth. It is also helpful to have the COR Advantage desk reference to review levels and plan for next steps.*

Guiding Questions for Teaching Teams

1. Provide teachers a few minutes to look over the data reports. "What do you notice about your data?" "What are your thoughts?" "I see ____, I'm interested to hear about what you're noticing." "Is there anything you are wondering about your data?" "What do you notice about your current data in comparison to Checkpoint 1 or 2?"
2. "What can we celebrate about your efforts to achieve this goal?" "What are some ways you have intentionally worked toward this goal as a team?"
3. "What was your biggest challenge in working toward your goal during this checkpoint?" "If you could rewind, is there anything you would do differently?"
4. Pull up the GOLD/COR progressions, and together, look at where each child is currently at, and what the next step in their development might be. "What are some strategies you could use to scaffold this child's learning?" "How will you extend learning for students who have demonstrated proficiency?" "What intentional learning experiences might you plan?" "How will you differentiate those plans to engage children together?" "How will you incorporate materials into the interest areas that will prompt children to continue to explore this concept?" "How might you incorporate this concept into your daily routine?"

Great Start Readiness Program
Children's Record Review Form

| | |
|----------------------------------|------------|
| ISD: | Macomb ISD |
| Subrecipient: | |
| Site: | |
| Teacher: | |
| Person Completing this Document: | |
| Date: | |

| Child's Name | | Proof of Age Age 4 on or before 9/01 (or 12/01) of current school year. Document: legal birth certificate, passport, hospital record, baptismal record, or other. | Eligibility Guideline Code | Risk Factors | Documentation of Partnership in Child Development | Home Visit Dates | Parent Teacher Conference Dates | Referrals to Meet Child or Family Need | Dev Screening Date | Child Assessment | | Individualized Planning |
|--------------|---------------|---|----------------------------|--------------|---|------------------|---------------------------------|--|--------------------|------------------|-----------|-------------------------|
| Last Name | First Initial | | | | | | | | | Anecdotes | Portfolio | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
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| 20 | | | | | | | | | | | | |

ECS: Tips for Observing Teaching and Learning

Together, learner-centered and learner-driven play = playful learning. Adult-initiated GSRP classroom activities include large group, small group and transition times. During these portions of the daily routine, adults select concepts, activities and materials based on children's strengths and interests. Adults plan possible scaffolding strategies for children at emergent, middle and later developmental stages. Adults comment on what children are doing/saying, imitate and add to children's actions, use materials with children and support children as leaders.

Children are engaged as active, participatory learners during adult-initiated activities. Children contribute their own ideas and are involved at their own developmental levels. Children have the highest level of control during uninterrupted child-initiated play, where children make many choices about where and how to use materials and carry out their activities.

In this portion of the day, adults are partners in children's play; they observe and listen before entering play, assume roles as suggested by children, follow children's cues about content and direction, imitate children, encourage children to talk about what they are doing, use children's words and comment specifically on children's activities.

This is truly the "heart and soul" of any classroom. It is especially important that ECS regularly observes a range of interactions that happen throughout the day. Consider what adults are doing and saying, how children respond during interactions with adults, and how adults in turn respond to children's statements, observations and questions.

- The ECS should learn if teaching teams work with consistent groups of children for planning time, recall time, small-group time and home visiting, as this tends to strengthen relationships and home-school partnering for child development.
- During regular observations the ECS documents what adults are doing and saying throughout the day. A 'rule of thumb' for analyzing specific interactions: to be considered highest quality, there should be at least three examples positively illustrating the indicator and no negative indicators.
- Be sure to regularly observe all staff. If Teacher A has appropriate interactions consistently and Teacher B does not, the result may be lower quality classroom practices.
- Regularly observe the types of questions the adults ask to determine if questions relate to what the child is doing and are open-ended or if there is a pattern of adults asking many questions or questions with predetermined correct answers.
- Regularly observe when adults make comments to determine if children are consistently encouraged to interact with each other and to determine if children's individual efforts are acknowledged and supported.

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, non teaching 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.



Macomb Intermediate School District Early Childhood Professional Development 2023/2024



The Early Childhood team provides Early Childhood Educators with high quality professional development opportunities that focus on: Child Development Principles, Curriculum, Assessment, Language and Literacy. Professional development sessions are directly aligned with the Early Childhood Standards of Quality for Prekindergarten, the Macomb ISD PreK-12 Literacy Framework document, and the MAISA GELN Essential Instructional Practices in Early Literacy. The department goal is to work collaboratively with early childhood educators to enhance children's growth and promote early school success.

August

| Date | Title | Time | Location |
|---------|---|------------|-----------|
| 8/4/23 | Talking is Teaching –Becoming A Trusted Messenger | 8:30-11:30 | In Person |
| 8/18/23 | Talking is Teaching –Becoming A Trusted Messenger | 8:30-11:30 | In Person |
| 8/22/23 | ASQ-SE2 Screening Tool | 9:00-2:00 | In Person |
| 8/28/23 | ASQ-3 Screening Tool | 9:00-2:00 | In Person |
| 8/29/23 | My Teaching Strategies GOLD | 8:30-12:00 | In Person |
| 8/30/23 | GSRP Daily Routine– Large Group | 8:30-11:30 | Virtual |
| 8/31/23 | Introduction to Child Observation Record (COR) | 9:00-12:00 | Virtual |

September

| Date | Title | Time | Location |
|---------------------------------------|---|------------|-----------|
| 9/6/23 | GSRP Daily Routine-Small Group | 8:30-11:30 | In Person |
| 9/6/23 | Playful Math in the Early Childhood Classroom | 12:30-3:30 | In Person |
| 9/8/23 | Great Start Readiness Program (GSRP) 101 | 8:30-11:30 | In Person |
| 9/8/23 | ASQ-3 Screening Tool | 9:00-2:00 | In Person |
| 9/12/23 | GSRP Daily Routine-Adult/ Child Interaction During Work Time | 8:30-11:30 | Virtual |
| 9/13/23 | Early Childhood Specialist Meeting (Macomb County ECSs) | 9:00-11:00 | In Person |
| 9/14/23 | Community Based Organization (CBO) Meeting | 9:00-11:00 | In Person |
| 9/15/23 | GSRP Daily Routine– Transitions | 8:30-11:30 | Virtual |
| 9/15/23 | A Day in the Life of HighScope | 8:30-11:30 | In Person |
| 9/15/23 | ASQ-3 Screening Tool | 9:00-2:00 | In Person |
| 9/20, 10/18, 11/29, 1/17, 2/21 & 3/20 | Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Directors/ Administrators | 1:00-3:00 | Virtual |
| 9/21/23 & 9/22/23 | Creative Curriculum for Preschool: Foundations Training | 8:30-3:00 | In Person |
| 9/22/23 | ASQ-SE2 Screening Tool | 9:00-2:00 | In Person |
| 9/29/23 | My Teaching Strategies GOLD | 8:30-12:00 | In Person |
| 9/29/23 | Supporting Note Taking in the GSRP Classroom | 8:30-11:30 | In Person |

October

| Date | Title | Time | Location |
|------------------------------------|--|------------|-----------|
| 10/6/23 | HighScope : Teacher-Child Interactions | 8:30-11:30 | In Person |
| 10/13/23 | Introduction to Child Observation Record (COR) | 9:00-12:00 | Virtual |
| 9/20,10/18,11/29, 1/17,2/21 & 3/20 | Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Directors/Administrators | 1:00-3:00 | Virtual |
| 10/20/23 or 10/27/23 | Children's Resource Network (CRN) Meeting | 8:30-11:30 | In Person |

November

| Date | Title | Time | Location |
|--|--|---------------------------------------|-----------|
| 11/3/23 | ASQ-SE2 Screening Tool | 9:00-2:00 | In Person |
| 11/8/23 | Early Childhood Specialist Meeting (Macomb County ECSs) | 9:00-11:00 | Virtual |
| 11/10/23 | My Teaching Strategies GOLD | 8:30-12:00 | In Person |
| 11/10/23 | Playful Math in the Early Childhood Classroom | 8:30-11:30 | In Person |
| 11/16/23 | Community Based Organization (CBO) Meeting | 9:00-11:00 | Virtual |
| 11/17/23 & 1/19/24 (Must Attend Both Days) | Social Emotional Series | 8:30-3:30 (11/17) & 8:30-11:30 (1/19) | In Person |
| 11/17/23 | Science in the Preschool Classroom | 8:30-11:30 | In Person |
| 9/20,10/18,11/29, 1/17,2/21 & 3/20 | Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Directors/Administrators | 1:00-3:00 | Virtual |

December

| Date | Title | Time | Location |
|-------------------|---|------------|-----------|
| 12/1/23 | Children's Resource Network (CRN) Meeting | 8:30-11:30 | Virtual |
| 12/7/23 & 12/8/23 | Creative Curriculum for Preschool: Foundations Training | 8:30-3:00 | In Person |
| 12/8/23 | HighScope: Planning & Recall | 8:30-11:30 | In Person |
| 12/15/23 | Introduction to Child Observation Record (COR) | 9:00-12:00 | Virtual |

January

| Date | Title | Time | Location |
|---|--|------------|-----------|
| 1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days) | Literacy Essentials | 8:30-3:00 | In Person |
| 1/5/24 | GSRP Daily Routine- Transitions | 8:30-11:30 | Virtual |
| 1/10/24 | Early Childhood Specialist Meeting (Macomb County ECSs) | 9:00-11:00 | In Person |
| 1/12/24 | Creative Curriculum-Implementing Studies | 8:30-2:00 | In Person |
| 9/20,10/18, 11/29, 1/17,2/21 & 3/20 | Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Directors/Administrators | 1:00-3:00 | Virtual |
| 1/18/24 | Community Based Organization (CBO) Meeting | 9:00-11:00 | In Person |
| 1/19/24 | Social Emotional Series 2nd Day; Must attend day 1 on 11/17/23 | 8:30-11:30 | In Person |
| 1/26/24 | GSRP Daily Routine– Large Group | 8:30-11:30 | Virtual |
| 1/26/24 | How Play Connects to Learning | 8:30-11:30 | In Person |

February

| Date | Title | Time | Location |
|---|---|------------|-----------|
| 2/9/24 | GSRP Daily Routine– Small Group | 8:30-11:30 | In Person |
| 1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days) | Literacy Essentials | 8:30-3:00 | In Person |
| 9/20,10/18,11/29, 1/17,2/21 & 3/20 | Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Directors/ Administrators | 1:00-3:00 | Virtual |

March

| Date | Title | Time | Location |
|---|---|------------|-----------|
| 3/1/24 | Open-Ended Art for Young Children | 8:30-11:30 | In Person |
| 3/6/24 | Early Childhood Specialist Meeting (Macomb County ECSs) | 9:00-11:00 | Virtual |
| 3/8/24 | Children's Resource Network(CRN) Meeting | 8:30-11:30 | Virtual |
| 1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days) | Literacy Essentials | 8:30-3:00 | In Person |
| 3/14/24 | Community Based Organization (CBO) Meeting | 9:00-11:00 | Virtual |
| 3/15/24 | GSRP Daily Routine-Adult/ Child Interaction During Work Time | 8:30-11:30 | Virtual |
| 9/20,10/18,11/29, 1/17,2/21 & 3/20 | Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Directors/ Administrators | 1:00-3:00 | Virtual |
| 3/22/24 | GSRP: Recruitment and Enrollment | 8:30-11:30 | In Person |

April

| Date | Title | Time | Location |
|---|---|------------|-----------|
| 1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days) | Literacy Essentials | 8:30-3:00 | In Person |
| 4/19/24 or 4/26/24 | Children's Resource Network (CRN) Meeting | 8:30-11:30 | In Person |

May

| Date | Title | Time | Location |
|---------|--|------------|-----------|
| 5/8/24 | Early Childhood Specialist Meeting(Macomb County ECSs) | 9:00-11:00 | In Person |
| 5/16/24 | Community Based Organization (CBO) Meeting | 9:00-11:00 | In Person |

Macomb Intermediate School District Early Childhood Professional Learning Descriptions

* Workshops are listed in alphabetical order.

Ages and Stages (ASQ):

• ASQ-3 Developmental Screening Tool

Participants will discuss the ASQ-3 developmental screening, review the ages and stages questionnaire, learn how to use the ASQ-3, explore intervention activities that support ASQ, and learn to navigate the ASQ database.

• ASQ-SE2 Social Emotional Screening Tool

ASQ-SE2 focuses on social and emotional behavior. Learn how to read the administer, score and follow up with intervention resources.

Book Study: Essentials of Practice-Based Coaching

Target Audience: Macomb County Early Childhood Specialists, Early Childhood Directors/Administrators

Participants will deepen their understanding of how to support effective practices in early childhood. The book study (Essentials of Practice-Based Coaching) is centered around discussion, collaboration, and conversation. Evidence-based and effective practices of coaching make a positive impact to support children's development. Come join us as we take a deep dive into this book study on effective practices of coaching.

Community Based Organization (CBO) Meetings

Target Audience: Community Based Organization Owners/Directors

The Community Based Organization Meetings are centered around discussion, collaboration, and conversation about the Great Start Readiness Program.

Children's Resource Network (CRN)

Join us for the Children's Resource Network Meetings to engage in learning, collaboration, and discussion.

Creative Curriculum for Preschool:

• Foundations Training

The Creative Curriculum for Preschool defines and incorporates 38 objectives for development and learning that are predictors of school success and tied to early learning standards. Teachers will learn how to design an effective learning environment, develop a daily schedule that reflects programmatic and curricular objectives, and incorporate intentional teaching throughout the day to support each child's development and learning in all areas.

• Implementing Studies in the Early Childhood Classroom

Studies are an in-depth investigation that allow children the opportunity to investigate a topic and engage them in meaningful learning. In this workshop participants will learn how to choose an appropriate study topic, differentiate between a theme and study, and how to plan and implement a study.

• My Teaching Strategies GOLD

Participants will learn/review the basic skills of the GOLD assessment system: entering notes, assigning levels, printing reports, & utilizing strategy information.

Early Childhood Specialist Meetings

Macomb County early childhood specialists meet during these times to share information and collaborate.

Great Start Readiness Program 101

Participants will receive an overview of the Great Start Readiness Program. This is geared for new staff and current staff members interested in a refresher training on GSRP information.

Registration Online

- Go to events.misd.net and Login or Create New Account
- Click on "Browse Courses" and search for the workshop (either by name or date)
- Click on the Course Name and click on "Add Cart"
- Click on "Checkout" or review your cart
- Click on "Proceed to Payment" and choose method of payment
- Click on "Place Order Now"
- Click on "Print Receipt" and you will receive an email confirmation

Great Start Readiness Program Recruitment, Enrollment, and Eligibility

The Great Start Readiness Program is a very regulated program and the state spells out clearly what funded recipients need to do in terms of Recruitment and Enrollment procedures. Join us as we dig deeper into the following sections of the GSRP implementation manual: recruitment, enrollment, and eligibility.

HighScope Curriculum:

• A Day in the Life of HighScope

Come join us and learn how to add some pizzazz to your HighScope Daily Routine! The message board, large group, small group, planning time, reflection time, and work time will be highlighted. Many activity ideas for each of these daily routine segments will be provided. Participants will have the opportunity to share their experiences and insights. Please bring a copy of your daily routine and a copy of a recent lesson plan.

• Planning and Recall Time

As adults, we make plans and reflect on our experiences daily. Come join us to learn how you can support children in developing these skills through Planning and Recall time in a HighScope classroom. Participants will gain an understanding of the purpose of planning and recall time, discover how adults support children at these times of the day and develop strategies, props and activities to take back and use in the classroom

• Teacher-Child Interactions: A Key to Meaningful Learning and Teaching

Positive teacher-child relationships are one of the most significant factors in children's well-being and learning. Come and discover ways to unlock mystery of how children understand the world and how you can support their development and learning. Let's follow the child into their incredible world of feelings, thoughts, and behavior and find the meaning in our teaching.

• Introduction to Child Observation Record (COR)

Learn the basic skills of the COR Advantage online assessment system: entering anecdotal notes, assigning scoring levels, running reports, and sharing data with families.

How Play Connects to Learning

Participants will discover the benefits of play and how it connects to learning. Why is play critical for children's learning? Join us as we discuss different strategies to engage preschool children in meaningful learning through play. Teachers will gain knowledge on the impact of play as children explore and learn about their world.

Open-Ended Art for Young Children

Come discover the benefits of open-ended art experiences. Do you know the difference between product art and process art? Learn how to differentiate between the two and reflect on the art activities taking place in your classroom. Teachers will gain an understanding of how art benefits children's development in a variety of domains and walk away with new ideas to engage students in the classroom.

Playful Math in the Early Childhood Classroom

Participants will develop an understanding of integrating math concepts playfully throughout the day and in transitions. Become familiar with GELN's Essential Instructional Practices in Early Mathematics: Prekindergarten to Grade 3. Practice using open-ended materials and questions to bring math concepts into the classroom. Share information from Exploring Mathematics Through Play in the Early Childhood Classroom by Amy Noelle Parks. Learn ways to incorporate math during read-alouds.

Prekindergarten Essential Practices in Early Literacy

Educators will participate in four full days of deep learning around the Prekindergarten Essential Instructional Practices in Early Literacy. The purpose of the Essential Practices in Early Literacy is to increase Michigan's capacity to improve children's literacy by identifying a small set of research supported daily core literacy instructional practices. Ten practices will be examined across the four days.

Science in the Preschool Classroom

Participants will be introduced to the Michigan Early Childhood Standards of Quality for Birth to Kindergarten and how they align with curriculum objectives. Teachers will learn how to incorporate hands-on activities to support science in the preschool classroom and reflect on how science can be embedded throughout content learning. Come learn how to foster children's curiosity to observe, explore and discover the world around them.

Social Emotional Learning Series

Research shows that social emotional competence is critical for a child's school readiness. Participants will be introduced to practices that promote young children's social and emotional development and prevent and address challenging behaviors. Topics will include universal practices to promote positive behavior and support for children who need targeted social-emotional supports.

Supporting Note Taking in the GSRP Classroom

Observing and reflecting on your students learning is an important part of the assessment cycle. Through ongoing practice, you can build your observation skills and develop different ways to document and interpret your observations. Learn how to properly take an anecdotal note and walk away with tips and strategies to help streamline the process.

Supporting the GSRP Daily Schedule in Action Professional Learning

A consistent daily routine is implemented in the GSRP classroom to promote balanced participatory learning through all portions of the day. Each workshop will allow participants to deepen their understanding of the daily routine by providing effective and appropriate practices to support learning.

• Large Group

Participants will discover ways to provide effective and hands on activities to support learning during large group time.

• Transitions

Participants will discover ways to help transitions run smoother.

• Small Group

Participants will discover ways to provide effective and hands on activities to support learning during small group time.

• Adult/Child Interaction During Work Time

Participants will gain an understanding of the importance of adult/child interaction during work time.

Talking is Teaching- Becoming a Trusted Messenger

Become a trusted messenger! The goal is to increase awareness and spark positive changes in parents and communities to boost early brain and language development in children ages 0-5.

Record Keeping

Guiding Principle:

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

Procedures:

Macomb ISD will adhere to the following procedures:

1. All sub-recipients contracts are housed and maintained at the MISD
2. All program documentation such as Classroom Coach/Class data, is housed and maintained by the Early Childhood Specialist in his/her Google Drive. Copies of the Classroom Coach/Class and other notes are kept in the sub-recipients monitoring binders.
3. All financial documentation and grant reports/applications are housed and maintained at the MISD.
4. MEGS reports and applications will be submitted by the MISD.
5. ISD-wide data will be kept at the MISD.
6. Personnel records for any GSRP staff employed by Macomb ISD will be housed at the MISD.
7. Plan to recruit community partners to serve as sub-recipients, including applications, procedures, rubrics, etc. will be housed at the MISD.
8. Compliance plans will be kept at both the MISD and in sub-recipient/Early childhood specialist binders.

Sub-recipients will adhere to the following procedures:

1. All child files are housed and maintained by the sub-recipients
2. Copies of the Classroom Coach/Class goals and required classroom documentation will be housed at the sub-recipient level in the monitoring binders.
3. Sign-in sheets and agendas for the Family Participation Group meetings will be kept in the monitoring binders.
4. Sub-recipients will submit the MSDS collections 3 times per year.
5. Sub-recipients will submit inventory lists each year.

All sub-recipients will keep the following administrative records on file and available for monitoring by the ISD/MDE for seven years:

1. Project plan, including the philosophy statement, curriculum model, and examples of lesson plans;
2. Parent involvement records, including evidence of parent participation in decision-making activities, such as rosters of local Advisory Committee members, agendas, meeting minutes, and records of parent group meetings and family activities;
3. Supplementary child care records;
4. Program evaluation plan;
5. Classroom Coach/Class reports to committee;
6. Program profiles of child outcome data;
7. Program improvement plans;
8. Records of accreditation plans, if applicable;

9. The Michigan Department of Human Services, Child Care License/Approval, including correspondence on compliance and any special investigations;
10. Personnel records for the director, lead teacher(s), associate teacher(s), and others;
11. Staff credentials;
12. Professional development logs; including in-service training, conferences, workshops, and classes.

All sub-recipients will keep a single file for each child enrolled in the program for seven years and include the following:

1. Age documentation (birth certificate or other proof of age eligibility);
2. Verification of income eligibility;
3. Documentation of risk factors;
4. Health and immunization records;
5. Family information (parent name, address, phone number);
6. Evidence of developmental screening;
7. Assessment of child's progress in the program;
8. Follow-up information through second grade documentation.

School Readiness Advisory Committee

Guiding Principle:

The MISD will convene and participate in a multi district, multi agency, school readiness advisory committee as a work group of the Great Start Collaborative. The SRAC is designed to improve all children's school readiness within a community so that no matter their preschool experience children come to kindergarten ready and aligned with their peers. The committee is comprised of Regional Resource Center staff, community agencies, classroom teachers, parents or guardians, administrators and other appropriate community members.

The committee will review and make recommendations regarding the following:

Procedures:

1. The committee will review current program components and make recommendations for improvement.
2. Establish a collaborative partnership between GSRP, Head Start, Private Preschools, and LEAs in an effort to create a seamless transition process.
3. Support joint recruitment and enrollment with GSRP and Head Start.
4. Building the capacity of Community Based Organizations to maintain the 30% seat allocation.
5. Choice of approved curriculums and assessments.
6. Nutritional services utilizing federal, state and local food program support as applicable.
7. Health and developmental screening process.
8. Engaging parents as partners in the learning process.
9. Analyzing Classroom Coach/Class and child outcome data.
10. Transition into Kindergarten.
11. The ISD Sliding Fee Scale and Guidance
12. The GSC reviews and endorses the GSRP funding application including the community needs assessment annually.
13. Meetings will be held at least twice per year.

* See page 4 regarding how the School Readiness Advisory Committee is actively involved in the CNAA.



**Macomb Intermediate School District
2023-24 Great Start Readiness Preschool
Sliding Fee Tuition Scale***

- Families whose income falls below 300% of the Federal Poverty guidelines pay no fee for GSRP tuition.
- Families whose income is above 300% of the Federal Poverty guidelines will pay the following fee for GSRP tuition:

| Weekly Tuition Rates | Below 300% of the Federal Poverty Level | 301-350% of the Federal Poverty Level | 351% and Above of the Federal Poverty Level |
|-------------------------------|--|--|--|
| ½ Day Programming | GSRP Eligible- No tuition | \$5/week | \$10/week |
| School Day Programming | GSRP Eligible- No tuition | \$10/week | \$20/week |

- GSRP Sub-recipients will still be required to collect and confirm risk factors for all enrolled GSRP children based upon the 7 Child Risk Factors identified in the GSRP Implementation Manual.
- Tuition fees from families must be expended within the fiscal year that they were collected. Purchases must be related to program quality such as enhancements to the learning environment, professional learning, curriculum resources, and/or field trips.
- Parents who pay tuition may not incur expenses for other portions of the program, such as meals or transportation.
- The number and severity of risk factors and local prioritization of factors contributing to educational risk must be incorporated into enrollment practices for over-income families. Documentation of risk factors must be kept in each child’s file.
- Income and tuition fees are calculated at the time of enrollment. During the academic year, if the family situation changes, families may request a re-calculation of income in order to determine a lower tuition.
- Districts must disseminate tuition policies to enrolled families and program staff. The policy must be included in district’s GSRP handbook.
- Parents must be notified of any upcoming tuition policy change 30 days prior to the date the change is to take place.
- Tuition payments will be collected and retained at the subrecipient level (school district/LEA/community partner). Subrecipients must keep track of families above 300% of FPL and report payment schedule/information/receipts/expenditures to the MISD.
- It is the responsibility of the individual school district/LEA/community partner to determine payment schedule (annually, quarterly, monthly, weekly), and how/where payments are made.
- Late payment fees are permitted only to recoup collection costs.
- Parents with questions should contact their local school district.

Exemptions:

- *If a Special Education eligible child has an Individual Education Plan (IEP) then the family is exempt from the sliding fee scale payment policy.*
- *If an over income Head Start child is enrolled in a Head Start/GSRP blended seat, then the family is exempt from sliding fee tuition policy. If a GSRP only classroom is operated by the local Head Start agency, then the family is exempt from the sliding fee tuition policy.*
- *Scholarships paid with local funds may be permitted to satisfy a child’s sliding fee tuition obligation.*

Effective July 1, 2023 to June 30, 2024

| Household Size | Federal Poverty Level 0-300% | Federal Poverty Level 301-350% | Federal Poverty Level 351% and above |
|-----------------------|-------------------------------------|---------------------------------------|---|
| | Annual Income | Annual Income | Annual Income |
| 1 | Up to \$43,740 | \$43,741- 51,030 | \$51,031 and up |
| 2 | Up to \$59,160 | \$59,161-69,020 | \$69,021 and up |
| 3 | Up to \$74,580 | \$74,581-87,010 | \$87,011 and up |
| 4 | Up to \$90,000 | \$90,001-105,000 | \$105,001 and up |
| 5 | Up to \$105,420 | \$105,421-122,990 | \$122,991 and up |
| 6 | Up to \$120,840 | \$120,841-140,980 | \$140,981 and up |
| 7 | Up to \$136,260 | \$136,261-158,970 | \$158,971 and up |
| 8 | Up to \$151,680 | \$151,681-176,960 | \$176,961 and up |

Macomb Intermediate School District Process for Selecting Sub-recipients and Awarding Seats

It is the goal of the Macomb Intermediate School District to provide high quality preschool programs for four year old children who may be “at risk” of school failure. The following criteria will be used to determine 2023-24 funding for sub-recipients of the Macomb ISD GSRP grant.

Calculation of Total Community Need for GSRP Seats

For FY23 the Michigan Department of Education prepopulated the Community Needs Assessment for all ISDs using the American Community Survey.

For FY23 a survey was given to current school districts and PSA’s/CBO’s requesting GSRP seats.

Involvement of the GSRP Advisory Committee in Analyzing Data /Decision Making

The ECC is a leader in the School Readiness Advisory Committee which operates as a workgroup the GSC. The advisory committee meets to review and make recommendations on areas in the county that have a wait list and the areas that are in need of additional classrooms. Using the CNA data and collected data on potential partners (applications, rubric, percentage of seats awarded to CBOs) the committee makes recommendations on final seats awarded to the county.

The Percentage of Seats Awarded to CBOs in the Previous Grant Year

MISD increased the percentage of seats awarded to CBOs from fiscal year (FY) 2016 from 26% to 30% in fiscal year (FY) 2017 and from 30% to 35% in the fiscal year (FY) 2023. Extensive outreach has led to the impressive increase.

Conditions for the Continued Awarding of Seats to Current Sub-recipients

If the total number of funded seats for Macomb County remains unchanged for the 2023-24 school year, the following criteria will be utilized to allocate seats to GSRP sub-recipients:

1. Priority will be given to maintain the existing 2022-23 seat allocation for current sub-recipients.
2. In order to maintain as a GSRP sub-recipient, existing sub-recipients must demonstrate a required standard of quality. Programs that receive citations will be at the discretion of the ECC. Multiple citations may result in a decrease of GSRP funding. This may also include a change in the quality of the program as documented on the Accountability Checklist.
3. Classroom Coach/Class will be analyzed and used to measure growth and quality of a classroom. Programs will be using the Classroom Coach for the 2023-24 school year. Head Start Blends will be using CLASS.
4. Per legislation, sub-recipients must have at least a rating of Level 3: Enhancing Quality in the Tiered Quality Rating and Improvement System. Any changes to the programs STAR rating or licensing status, will be made available to MDE and decisions will be made as to if the sub-recipient shall remain a GSRP partner.
5. Sub-recipients must maintain a regular licensing status. Those that are put on a provisional will be at the discretion of the MISD/MDE as to the status of GSRP at that site.

6. Macomb ISD GSRP sub-recipients will continue to be required to use an approved curriculum; Teaching Strategies GOLD or the Child Observation Record (COR) assessment.
7. If an existing program fails to meet and maintain these quality standards, they may be given probationary status for one year in order to implement a quality improvement plan with the support of the Macomb ISD.

Steps Taken to Increase the Ability of CBOs and LEAs not yet Serving as Sub-recipients to Receive Seats

In light of legislature, the Macomb ISD in collaboration with the Great Start Collaborative School Readiness Committee has developed a thorough process to inform, communicate, and to really try to encourage partners (including new LEAs) to serve as GSRP sites. We are finding much success (please see attached/seat allocation plan to community partners) with our detailed process as the ECC is reviewing applications and is in the process of meeting with potential community based partners. In addition, we will be contacting CBOs that may or may not have been identified by the Great Start Quality Resource Center as achieving a Level 3: Enhancing Quality. The MISD is now at 35% of CBO partners and continues to increase.

In regards to LEAs, the ECC continues to meet with asst. superintendents/curriculum directors at county-wide monthly meetings. The meetings have been VERY successful as Macomb has increased their GSRP seats by over 50% within the last two years! The MISD has also brought in a new PSA partner for the 2022-2023 school year.

Decrease in Seats

In the event there is a reduction of seats to the Macomb ISD, the reduction will be applied equally on a prorated basis across all GSRP sites (i.e. if there is a 1% total reduction of seats to the county, each individual GSRP would receive a 1% reduction of seats, rounded to the nearest number).

Increase of Seats

The following criteria will be used to decide among programs requesting additional seats.

- Preference will be given to existing GSRP programs that have maintained quality. The goal is to provide families with high quality preschool experiences throughout the county.
- A new high quality community partner will be given preference over an existing LEA or PSA offering the same services, until the MISD reaches its mandated 30% community partners.
- A survey will be used to collect wait list data on existing programs. Preference will be given to those programs that have children on a wait list.
- Programs will be rated on such factors as the proximity of the site offered to other existing sites and areas of high need within the district. Additional services offered to families will be considered such as transportation, extended hours, etc.
- In addition to the enrollment survey, the Spring Early Childhood MSDS Collection will provide data on sub-recipient seats and how many they actually filled. If programs did not fill all of their current year seats, additional seats will not be given.
- Existing programs wishing to increase their seats will be prioritized based on examples of the following: wait list, need of the community, ability to maintain high quality classrooms, staff turnover, program concerns/citations, ability to work well with families, resources available to children, participation in PD and required MISD meetings.

- Existing community based organizations (CBO's) wishing to open new centers or move existing awarded GSRP classrooms to another location must complete a new CBO partner application for that specific location. The application will be included with other potential CBO's requesting GSRP seats.

Reaching Out To Community Partners

It is the goal of the Macomb ISD to provide high quality preschool programs for four year old children who may be at risk of school failure. Through the Great Start Collaborative, School Readiness Committee and other community agencies, the Early Childhood Contact and GSRP Coordinator will reach out to potential community based partners who have obtained a Level 3: Enhancing Quality.

Procedures:

1. Child care directors will be sent an informational letter highlighting the important points about the program. A grant application will be sent to all licensed providers by email and through mail annually.
2. Child Care Center Directors will be contacted once they have submitted their grant application, by the GSRP Coordinator, for a site visit. A rubric will be completed by the Coordinator and the Director. Once all necessary documents have been reviewed by the ECC, a follow-up visit will be conducted to review the centers potential status as a GSRP site.
3. Child Care Directors will receive an invitation to attend all GSRP informational meetings at the MISD as well as become part of the local CRN group. Additional arrangements will be made for those partners that cannot attend during the day. A representative from ELC is in attendance to help with any GSQ rating questions.
4. All efforts will be made to ensure Macomb ISD is increasing their community partnership with potential centers. Documentation will be kept with the GSRP Coordinator to reflect these efforts. They will also be shared and reviewed with the GSC and School Readiness Committee.
5. All licensed providers will be contacted through the Macomb Resource Center. The Resource Center will encourage Level 3: Enhancing Quality programs to contact the ISD on information regarding GSRP.

Communicating Seats NOT being Awarded

A phone call from the Early Childhood Contact will be made and a letter will be sent to the community based partner outlining why the agency was not awarded seats.

Appealing the Decision

The agency will have to request a formal review of their grant application and rubric. A meeting will be scheduled to allow the agency to formally appeal the decision. The review team will consist of members of the School Readiness Advisory Committee.

Partnering to Build Capacity

The Early Childhood Contact is a member of the Great Start Collaborative School readiness Advisory Committee. A recommendation will be made to add a partnering to build capacity (for community based GSRP) goal to the Great Start Collaborative Strategic Plan. The committee will work to identify a potential list of partners based on high quality preschool programming.

Dear Child Care Center Director,

The Great Start Readiness Program (GSRP) is a state funded preschool program for 4 year old children who have risk factors that might make it more difficult for them to succeed in school and in life. Michigan legislation calls for our county to try and serve up to 30% of GSRP children in community child care centers like yours. Centers may be nonprofit or profit but they must have earned a rating Level 3: Enhancing Quality on the Great Start Quality self-assessment by the time the program is awarded to them. In order to determine if you might be interested and/or eligible, please consider these points:

- Families may not be charged for any part of the GSRP experience, including field trips, meals, or transportation. While meals must be provided, transportation is optional.
- GSRP is a very regulated program and the state spells out clearly what funded recipients need to do in terms of teacher qualification, class size, curriculum used, screening and assessment procedures, parent involvement and participation, home visiting, recruitment and enrollment of children, etc. More information about the regulations can be found at www.michigan.gov/gsrp. Click on GSRP at a Glance in the box titled Eligibility, Allocations, and Awards. For more in-depth information, review the GSRP Implementation Manual posted on the website.
- Centers will be required to follow recognized rules of accounting to receive funds. The Macomb Intermediate School District will also monitor each center to insure that they are following all GSRP rules. This includes audits of children's files and completing Classroom Coach in the GSRP classrooms.
- Staff responsible for the GSRP program in your center would be expected to follow the Connect 4 Learning, Creative Curriculum or HighScope used in all Macomb County GSRP programs, as well as attend the Children's Resource Network meetings held four times per year at the Macomb Intermediate School District.
- You may not use a religious curriculum, however, you do not have to take down or cover up religious materials.

The Macomb Intermediate School District is ready and willing to provide the ongoing support and direction needed to make this program a success. We would encourage you to contact us at 586.228.3538 if you are interested in learning more or have any questions about implementing the program during the school year.

Sincerely,

JoAnne Elkin
JoAnne Elkin
Early Literacy/Early Childhood Consultant

Sherine Katba
Sherine Katba
GSRP Coordinator/Early Childhood Specialist

Community Based GSRP Partners

We are pleased that you are interested in having a GSRP classroom at your center. Please review the following points to better help you understand the program benefits.

Benefits to your Center:

- Your center will be able to provide high quality preschool for families that cannot afford it.
- You will receive state funding that will support your program and benefit your center.
- The MISD will provide and assist you in setting up your GSRP program as well as maintaining standards that are found within the guidelines.
- Your entire center will benefit from the expansion into GSRP by allowing a high quality curriculum, assessment, and child screener to be implemented into the center.
- When families can have a free preschool program they can afford to have their other children in your care.

What the MISD provides:

- Professional development opportunities
- Monitoring and support in regards to the GSRP implementation in your center
- Assistance in budget, reporting and program compliance
- Early Childhood Specialist if you choose to contract with us

For further information please refer to the GSRP manual which can be found on the MDE website: www.michigan.gov/gsrp.

Next steps:

1. Complete a GSRP Grant Application and send to: skatba@misd.net or call 586-228-3538 for more information
2. A site visit will be scheduled with the GSRP Coordinator to review your application and answer any questions you may have.

GSRP Grant Application for 2023-24

Application Directions:

1. The grant must be emailed to skatba@misd.net. If you have additional questions, please contact Sherine Katba by email (skatba@misd.net) or at 586-228-3538.
2. Site visits will be scheduled after the application is received.
3. Final decisions will be made and all applicants notified. If there are no qualified applicants, no award(s) will be made.

Cover Page: Please include the following information on your cover page:

Center Name:

- Address
- School district in which center is located
- License number
- Licensed capacity
- License expiration date
- Program Director name

Main Grant Contact:

- Full Name
- Title
- Phone number
- E-mail address

Secondary Grant Contact:

- Full Name
- Title
- Phone Number
- E-mail address

Please answer the following questions:

1. **Center Information** - Please briefly describe the length of time center has been in operation, types of programs offered, ages of children currently served, size of total budget, and current sources of funding (tuition, state subsidies, etc.). Please include additional information about your center, especially about your program quality and any work to improve it that you think would help us better understand your program strengths.
2. Describe your center's philosophy of early childhood education:
3. What are the current education/experiential requirements for director and teacher at your center?

4. Have you completed the self-study for the Great Start to Quality that is available at Great Start Connect? If yes, what is your program level? (see <http://greatstartforkids.org/content/great-start-quality> for more information). Are you taking steps to improve your quality rating? If yes, what are they?
5. How does your center currently handle students with challenging behaviors? Do you expel or suspend them? Do you connect with community resources to support them? What do you use for classroom management and conflict resolution?
6. What interventions do you have for a child with developmental concerns?
7. What curriculum is currently in place at your center? Are you familiar with the High Scope Curriculum or Creative Curriculum?
8. What screening tools do you currently use at your center?
9. What child assessment(s) do you currently use at your center?
10. Please describe your current plan for home visits, parent-teacher conferences and parent education/engagement. How would this be handled in the GSRP classroom?
11. What is your plan for filling the role of the Early Childhood Specialist? Please describe their general qualifications and specific experience with the Classroom Coach and its use for program improvement.
12. What is your plan for recruiting and enrolling eligible children into the program?
13. Have you ever had an action plan for improvement after your licensing site visit?
14. After reviewing the GSRP requirements for implementation, what questions do you still have about your center's ability to fulfill these obligations? What potential barriers do you foresee in initial implementation?
15. What are the three (3) main reasons your center is best poised to implement a GSRP classroom on your site?

Required Application Attachment:

- Copy of center license

Macomb Intermediate School District GSRP Rubric 2023-24 School Year

| Points | 0 | 1 | 2 | 3 | 4 |
|---|---|---|--|---|--|
| Status of Licensing (see license) | License on 1 st or 2 nd Provisional (cannot apply at this time) | License has 1 or more investigation reports within the last 2 years. | | | No Licensing investigation reports found |
| Status of Licensing (review licensing notebook) | Licensing notebook has multiple citations (associated with discipline, child safety, staffing concerns that require a licensing consultant interview) | Licensing notebook has some citations (associated with discipline, staffing, child safety, that require a licensing consultant interview) | | Licensing notebook has minimum citations (quick fixes NOT associated with discipline, child safety, staffing concerns, that require an interview with licensing consultant) | Licensing notebook free of citations |
| Classroom Requirements (attached checklist) | Existing classrooms are not set up as required by the grant | Existing classrooms have less than half checklist items in place | | Existing classrooms have half or more of the checklist items in place | Existing classrooms have all checklist items in place |
| Great Start to Quality Self-Assessment Rating (4-QRIS) | Not Participating | Approved Great Start to Quality rating Reflecting on Quality or below | Approved Great Start to Quality: Enhancing Quality rating | Approved Great Start to Quality: Enhancing Quality-Validated rating | Approved Great Start to Quality: GSQ Demonstrating Quality rating |
| Integrity of Implementation | Program has no areas in place that support regulated practices for GSRP (i.e. food program, teacher qualifications, class size, curriculum, screening and assessment, parent involvement practices) | | Program has 1-2 areas in place that support regulated practices for GSRP (i.e. food program, teacher qualifications, class size, curriculum, screening and assessment, parent involvement practices) | Program has 3 or 4 areas in place that support regulated practices for GSRP (i.e. food program, teacher qualifications, class size, curriculum, screening and assessment, parent involvement practices) | Program has 5 or more areas in place that support regulated practices for GSRP (i.e. food program, teacher qualifications, class size, curriculum, screening and assessment, parent involvement practices) |
| Option available to families for before and after school care | No before and after care available for families | | Program only offers one type of care (before OR after care but not both) | Program offers before and after care but not at a discounted rate based on need | Program offers before and after care at a discounted rate based on need |
| Transportation available | No transportation available for families | One way transportation is available to majority of the children | One way transportation is available to all children | Transportation is available to and from program | Transportation is available to and from program for all children |

Macomb County Potential Partner Classroom Checklist

Learning Environment

- The room is free of health and safety hazards.
- The space is divided into interest areas that are defined and clearly marked.
- All interest areas have names that are easily understood by children using multiple methods of displaying the word (word, picture, object).
- Low furniture, shelves, and room dividers allow children and adults to see from one area to another.
- Each interest area has enough space for many children to play at once.
- Most of the available materials in all interest areas are open-ended.
- There is a plentiful quantity of materials in all areas.
- Multicultural materials are integrated into the classroom.
- A variety of children's work is displayed.
- Center has an outdoor area that is free of health and safety hazards.
- The outdoor play area includes both stationary and portable equipment and materials for various types of play.

Teaching and Learning Routines/Adult-Child Interactions

- Daily routine is posted and offers a balance of participatory learning throughout the day.
- There is time each day for child-initiated activities in the classroom and during outdoor time.
- Adults support children's ideas, actions, and developmental levels during child-initiated activities.
- Adults create a sensitive and responsive learning environment for all children.
- Adults encourage thoughtful social interaction among all children throughout the day.

Curriculum, Planning, Assessment, and Family Engagement

- The program and staff consistently use ONE research based, comprehensive curriculum (High Scope, Connect 4 Learning, Creative Curriculum).
- Staff uses an approved child observation assessment measure that is of proven reliability and validity (COR/GOLD).
- Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).
- Staff use an approved child screener (Brigance, ASQ, etc.).
- Child information is shared with families throughout the year.
- Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.

Notes/Observations:



Leadership, Service & Support in Education

Macomb Intermediate School District

Great Start Readiness Program (GSRP) Affiliation Agreement for 2023-24

This Agreement is made by and on behalf of the Macomb Intermediate School District (“Macomb ISD” or “MISD”), 44001 Garfield Road, Clinton Township, MI 48038, and Academy 4 Early Achievers, Academy 4 Lil’ Angels, Anchor Bay Schools, Armada Area Schools, Brilliant Mindz Early Learning Center, Center Line Public Schools, Chippewa Valley Schools, Clintondale Community Schools, CrossBridge Action Network, Eastpointe Community Schools, Eaton Academy, Eco Early Academy, Everlasting Word Early Childcare Center, Fitzgerald Public Schools, Fraser Public Schools, Green Garden Child Development Center, Jelly Moon Learning Center, Kid Fit Childcare, Kid Cave, Kiddy Korner Preschool, Kids’ Avenue Christian Learning Center #2, Kids Will Be Kids, LLC., Kidz Kondo Learning Center, Lake Shore Public Schools, Lakeview Public Schools, L’Anse Creuse Public Schools, Learning Care Group (7 locations), Li’l Graduates Child Development Center, Little Conquerors Educational Center, Little Leaders Early Learning Center, Little Prince & Princess’s Learning Center, Lovingkindness Learning Academy, Macomb Community Action, Merritt Academy, Michigan Collegiate, Michigan Math and Science Academy, Mini Kampus II, Inc., Mount Clemens Community Schools, New Haven Community Schools, Noor International Academy, Precious Angels Christian Academy, Richmond Community Schools, Romeo Community Schools, Roseville Community Schools, Seasons of Learning Early Childhood Center, Second Home Child Development Center, Shining Star Pre-school, Small Wonders Early Learning Center, South Lake Schools, Spark’s Little Learners Academy, St. Peter’s Lutheran Early Childhood Center, The Giving Tree Preschool and Daycare, The Infinite Learning Center, The Joyful Jungle Christian Learning Center (2 locations), Trinity Lutheran Early Childhood Center, Utica Community Schools, Van Dyke Public Schools, Warren Consolidated Schools, and Warren Woods Public Schools; collectively known as Local Education Agencies, Public School Academies, and Community Based Organizations (LEAs/PSAs/CBOs), within the jurisdictional boundaries of the Macomb ISD.

Recitals and Purpose

The Macomb ISD, together with the twenty-one (21) LEAs, forty (40) CBOs, and five (5) PSAs identified above, agree to participate in a county-wide Consortium to offer Great Start Readiness Program (GSRP) services to at-risk four year old students.

The Michigan Revised School Code provides that school districts may enter into agreements or cooperative arrangements with other entities, public or private, as part of performing the functions of the school district. In keeping with this intent, the Michigan Department of Education (MDE) has designated regional educational service agencies and intermediate school districts the responsibility to provide GSRP program direction and application oversight.

NOW, THEREFORE, in consideration of the mutual promises contained in this Affiliation Agreement, the Macomb ISD and the LEAs/PSAs/CBOs agree as follows:

1. Services to be provided. Subject to the terms and conditions of this Agreement, MISD agrees to perform all listed services and shall comply with any legal requirements, requirements of the Great Start Readiness Program (GSRP) and the relevant Department of Human Services Childcare Licensing Requirements, and these shall be provided in a professional manner.

Theresa J. Genest, *President* • Donald R. Hbler, *Vice President* • Edward V. Farley, *Treasurer*
• Brian White, *Secretary* • Michael A. Schulte, *Trustee*
Michael R. DeVault, *Superintendent*

2. The term of this contract shall be for a period of twelve (12) months commencing on October 1, 2023, and shall continue through and include September 30, 2024; this term will be known as a "service year". It is understood and agreed that any grant funds that are provided for GSRP are to be expended over the course of the entire service year. This means that no sub-grantee will be permitted to exhaust all funds until the conclusion of the service year.
3. Each of the LEAs/PSAs/CBOs shall be responsible for completing the local portion of the Formula GSRP Implementation Plan and will complete all required program reports including, but not limited to, Financial Reports, Program Summary Report, Child and Staff Information Report.
4. The Macomb ISD agrees that it shall submit the completed Formula GSRP Grant on behalf of the affiliated group identified above no later than the 2023-24 program deadline.
5. The MISD and the LEAs/PSAs/CBOs do not discriminate on the basis of race, color, national origin, sex, disability, age, religion, height, weight, or marital status in their programs or activities.
6. Each LEA/PSA/CBO shall ensure that students are screened and enrolled into the program in accordance with MDE requirements, Michigan law, and federal requirements.
7. Each LEA/PSA/CBO offering GSRP will follow GSRP procedures. Acceptance of children into a GSRP program will follow the guidelines provided by the MDE and explained in the GSRP Implementation Manual and MISD Policy and Procedures.
 - a. Families will not incur any costs for the program.
 - b. A minimum of four documented parent contacts; two 60 minute home visits and two 45 minute parent teacher conferences.
 - c. The Child and Adult Care Food Program (CACFP) or National School Lunch Program (NSLP) will be utilized unless otherwise noted (see GSRP Implementation Manual for guidance). All nutritional guidelines from CACFP and NSLP will be followed.
8. Each LEA/PSA/CBO shall ensure the implementation of all program quality standards, curriculum expectations, and child outcome standards as required by the MDE.
 - a. All Childcare Licensing rules and guidelines will be followed. The sub-recipient will notify the MISD within 24 hours of a change in licensing status or special investigation.
 - b. GSRP classrooms must maintain a level 3: Enhancing Quality rating from Great Start to Quality in order to be a GSRP partner. In the event that a sub-recipient has a change in the level 3: Enhancing Quality rating the MISD must be notified within 24 hours.
 - c. During the 2023-24 school year the sub-recipient understands that programming must occur in person or funding will not be received.
9. The LEAs/PSAs/CBOs shall conduct annual evaluations in order to maintain a quality program as well as to meet the mandated levels of service to ensure that the curriculum is being delivered with fidelity and that appropriate student growth is occurring.
10. The Sub-recipient ensures the required number of qualified staff in each classroom based upon the number of children enrolled in the program. Adult-child ratios (1:8) will be maintained with consistent adults. Licensing ratio violations will be discussed with administrators for immediate correction. Failure to correct will be reported to LARA, as required by law. In cases of

health emergency reduction in number of children in a classroom and social distancing requirements may be in effect, the Sub-recipient will adhere to LARA and MDE guidance and adult child ratios will be maintained.

11. Each LEA/PSA/CBO shall ensure that students receive the minimum requirements as listed below:
 - a. Classic - 120 days spread over thirty (30) weeks of classroom-based programming as required by the MDE.
 - b. Extended - 180 days spread over thirty-six (36) weeks of classroom-based programming as required by the MDE.

In addition, the program shall provide appropriate parent education and home-based services as required by the GSRP Implementation Manual.

12. Each LEA/PSA/CBO shall fulfill requirements for and provide ongoing communication with the parents and families of the students.
13. The LEA/PSA/CBO agrees to provide their own Early Childhood Specialist (ECS) services or contract with the MISD for this service. The LEA/PSA/CBO agrees that the functions of the ECS include, but shall not be limited to the following:
 - a. The ECS shall mentor the teaching staff to implement the curriculum and carry out the child assessment with fidelity.
 - b. The ECS shall analyze program and child assessment data with the teaching team to develop and monitor a meaningful stated development plan that will lead to program improvement.
 - c. The ECS shall attend a minimum of five scheduled meetings at the Macomb ISD for the 2023-24 school year.
 - d. The ECS will have a master's degree in early childhood education and at least five years of relevant job experience.
14. Each LEA/PSA/CBO shall ensure that there are sufficient qualified teaching personnel provided for the GSRP program. It is expected that all program staff members will meet or exceed all personal and educational qualifications and adhere to the training standards as required by the GSRP Implementation Manual as well as the Department of Human Services (DHS) licensing guidelines.
15. Each LEA/PSA/CBO shall ensure that sufficient planning time is given to the teaching teams. Planning time will be a minimum of 2 hours and forty-five minutes weekly.
16. All CBO directors will be required to attend a minimum of five mandatory CBO meetings and two accountability meetings per year.
17. Each LEA/PSA/CBO shall ensure that all program staff members receive ongoing professional development that either meets or exceeds the standards required by the GSRP Implementation Manual as well as the DHS licensing guidelines.
18. Each LEA/PSA/CBO shall maintain accurate employee records in accordance with MDE and DHS licensing guidelines.

19. Each LEA/PSA/CBO shall ensure that all participating students receive screening assessments and on-going assessment of developmental progress, utilizing best-practice assessment tools, approved by the MDE.
20. Each LEA/PSA/CBO shall collect all required Michigan Student Data System Single Record Student Database (MSDS) data on participating GSRP students and submit the data to the Macomb ISD. Any waitlist children will be entered into the spring collection.
21. Each LEA/PSA/CBO shall be responsible for collecting and submitting the required budget information:
 - a. Maintain a complete Program budget as required by Section 32d of the State School Aid Act.
 - b. Maintain an annual expenditure report for the Program showing how the school district applied its respective funds.
 - c. Maintain any carryover and ensure it is spent by June 30, 2024.
 - d. Ensure the funds are used for the betterment of the GSRP program with minimal administrative costs.
22. This Agreement is subject to all of the conditions and terms expressed below:
 - a. Suspension/Termination of Agreement by the Grantee:
 - i. If the grant from the Michigan Department of Education under which this Agreement is funded is terminated or suspended, or it has been determined that the Sub-recipient has not met the conditions of this Agreement, the Grantee shall have the right to suspend or terminate this Agreement by providing 30 days advance written notice to the Sub-recipient and specifying the effective date thereof. Upon suspension/termination, the Grantee assumes full responsibilities under this grant with the Michigan Department of Education.
 - b. Suspension/Termination of Agreement by the Sub-recipient:
 - i. If the Sub-recipient is unable or unwilling to satisfactorily comply with existing or additional conditions and terms as may be lawfully applied by the Michigan Department of Education, the Sub-recipient may suspend or terminate the Agreement by providing 30 days advance written notice to the Grantee and specifying the effective date thereof. Upon suspension/termination, the Grantee assumes full responsibilities under this grant with the Michigan Department of Education.
 - c. Reclamation of Property:
 - i. In the event of termination by either party, all property, equipment, finished and unfinished documents, data, studies, and reports purchased with grant dollars or prepared by the Sub-recipient under this or previous Agreements(s) shall, at the option of the Grantee and in accordance with all applicable State regulations, become the property of the Grantee.
 - d. Changes to the Agreement:
 - i. The Grantee reserves the right to request changes in the scope of services to be provided by the Sub-recipient under this Agreement. Such changes may be attributable to requirements of the Michigan Department of Education or requested by the Grantee for the good of the program. In the event of such a change, it will be discussed with the Sub-recipient to achieve mutual understanding and agreement, before being incorporated as an amendment to this Agreement. In cases of a funding decrease imposed by the Michigan

Department of Education, the Grantee reserves the right to unilaterally adjust the maximum amount of annual reimbursement accordingly.

- e. Disallowed Expenses:
 - i. The Sub-recipient may not expend funds provided under this Agreement for goods or services other than those necessitated by the provision of those programs and services stipulated under this Agreement.
- f. Local and State Laws:
 - i. The Sub-recipient shall comply at all times with all applicable laws, rules, ordinances, and code of State and local governments.

23. This Agreement represents the complete agreement in order to effectuate an Affiliation Agreement between the parties and may only be altered, modified, or amended by a fully executed written instrument signed by the affected parties with notice to the other members of the Affiliation or Co-operative.

24. For the 2023-24 service year, the MISD will charge an administrative fee of three percent (3%) of the total GSRP Award granted by MDE.

25. State funds will be distributed to the Sub-recipients in equal installments spread over eleven (11) months. Each LEA/PSA/CBO shall ensure that they are maximizing enrollment efforts to the fullest extent possible.

26. For fiscal year 2024 District/Program (hereafter known as Sub-recipient) will receive 0 Part day seats and/or 0 Classic day seats and/or 0 Extended day seats for a total funding allocation of \$0.00.

IN WITNESS WHEREOF, the parties to this Affiliation Agreement have cause to be executed by its authorized officers on the date as identified below for the Service Year beginning on October 1, 2023.

For the **Macomb ISD**
By its: Superintendent

Michael R. DeVault

Date

For the **District/Program**
By its: Superintendent/Program Director

Name

Date



Macomb ISD Transportation Agreement

Addendum

Sub-recipient

Macomb Intermediate School District Great Start Readiness Program (GSRP)

Affiliation Agreement

This Agreement is made by and on behalf of the Macomb Intermediate School District (MISD), 44001 Garfield Road, Clinton Township, MI, 48038 and Sub-recipient, a constituent district within the jurisdictional boundaries of the MISD.

Term: The term of this contract shall be for a period of twelve (12) months commencing upon October 1, 2023 and shall continue through September 30, 2024.

The Provisions of this Contract are as Follows:

MISD Responsibilities:

- For the 2023-24 school year: The MISD shall pay (Sub-recipient) at least an amount of \$500.00 per GSRP seat multiplied by the total number of students that the (Sub-recipient) will be allocating for GSRP transportation services .
- Funding will only be provided if the (Sub-recipient) elects to transport GSRP students.
- MISD reserves the right to withhold funds if the GSRP operated by (Sub-recipient) is deemed non-compliant with any of the requirements listed in this Agreement, the GSRP Implementation Manual, Department of Human Services Bureau of Children and Adult Licensing transportation provisions, or fails to fill the number of allocated seats.

Sub-recipient Responsibilities:

- (Sub-recipient) shall provide sufficient qualified transportation personnel provided for GSRP transportation. Program staff will meet or exceed all qualifications and training standards required by the GSRP Implementation Manual, Department of Human Services Bureau of Children and Adult Licensing transportation provisions, all applicable legal requirements as found in this Agreement, and all federal, state and municipal laws and regulation applicable to:
 - The transportation of students to or from schools, school-related events, including requirement as to students who must be offered Services.
 - The equipping, condition, and testing of school buses and other student transportation vehicles.
 - The qualification, licensing, testing, screening, training, and manner of vehicle operation of drivers providing student transportation services, including but not limited to, the regulations of the Michigan Vehicle Code MCL257.1-257.1877, and in particular, the Michigan Pupil Transportation Act, PA 187 of 1990, the Revised School Code, MCL 380.1-380.1853, and all regulation thereunder.

- (Sub-recipient) will only be funded for the number of spring certified seats entered into Michigan Student Data System (MSDS) during the February 2024 count. Any seats unfilled by the spring count submission in the MSDS will be recaptured and distributed across the consortium to programs that have demonstrated
- (Sub-recipient) shall provide MISD with a budget detail for the proposed GSRP transportation expenditures and a final expenditure report detailing the actual expenses incurred in providing GSRP transportation. Any unused funds will be recaptured and distributed across the consortium to programs that have demonstrated a need for additional transportation funds.
- (Sub-recipient) will ensure that transportation services for the related fiscal year are booked in the accounting system for the year.

Agreement Terms:

Either party may cancel this agreement provided that the party desiring to cancel agreement shall give sixty (60) days written notice of said cancellation to the other party.

Macomb Intermediate School District
By its: Superintendent

Sub-recipient
By its: Superintendent/Director

Michael R. DeVault

Date

Date

STUDENT SECLUSION AND RESTRAINT

This policy is intended to provide the framework for organizational supports that result in effective interventions based on team-based leadership, data-based decision-making, and continuous monitoring of student behavior, regular universal screening and effective on-going professional development. The District is committed to investing in prevention efforts and to teach, practice and reinforce behaviors that result in positive academic and social outcomes for students.

In the event that staff members need to restrain and/or seclude students, it must be done in accordance with this policy, which is intended to:

- promote the care, safety, welfare and security of the school community and the dignity of each student;
- encourage the use of proactive, effective, evidence and research based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all students; and
- ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

In furtherance of these objectives, the District will utilize Positive Behavioral Interventions and Supports (PBIS) to enhance academic and social behavior outcomes for all students. PBIS implemented by the District will include socially valued and measurable outcomes, empirically validated and practical practices, systems that efficiently and effectively support implementation of these practices, and continuous collection and use of data for decision-making.

A glossary of terms as defined by state law is provided within this policy, including but not limited to the terms, “seclusion”, “restraint”, “emergency seclusion”, and “emergency physical restraint”.

policy

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PROHIBITED PRACTICES

- A. The following practices are prohibited under all circumstances, including emergency situations:
1. Corporal punishment, as defined in MCL 380.1312(1).
 2. The deprivation of basic needs.
 3. Child abuse.
 4. Seclusion, other than emergency seclusion.
 5. The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the student.
 6. Mechanical restraint.
 7. Chemical restraint.
 8. Any restraint that negatively impacts breathing.
 9. Prone restraint.
 10. Physical restraint, other than emergency physical restraint.
 11. Any other type of restraint.
- B. Emergency seclusion or emergency physical restraint must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of school personnel, as discipline or punishment, or as a substitute for an appropriate educational program.

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USE OF EMERGENCY SECLUSION AND EMERGENCY PHYSICAL RESTRAINT

A. When to Use Emergency Seclusion/Restraint

Seclusion/restraint must be used only under emergency situations and if essential. Emergency situation means a situation in which a student's behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

B. General Procedures for Emergency Seclusion/Restraint:

1. An emergency seclusion/restraint may not be used in place of appropriate, less restrictive interventions.
2. Emergency seclusion/restraint shall be performed in a manner that is:
 - a. safe;
 - b. appropriate, and
 - c. proportionate to and sensitive to the student's:
 - 1) severity of behavior;
 - 2) chronological and developmental age;
 - 3) physical size;
 - 4) gender;
 - 5) physical condition;
 - 6) medical condition;

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USE OF EMERGENCY SECLUSION AND EMERGENCY PHYSICAL RESTRAINT

- 7) psychiatric condition; and
 - 8) personal history, including any history of physical or sexual abuse or other trauma.
3. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, (if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the student or the safety of others) as soon as possible once the circumstances no longer support imminent risk.
4. While using emergency seclusion/restraint, staff must do all of the following:
 - a. involve key identified personnel to protect the care, welfare, dignity, and safety of the student
 - b. continually observe the student in emergency seclusion for indications of physical distress and seek medical assistance if there is a concern
 - c. document observations
 - d. ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency seclusion/restraint does not interfere with the student's ability to communicate using the student's primary mode of communication
 - e. ensure that at all times during the use of emergency seclusion/restraint there are school personnel present who can communicate with the student using the student's primary mode of communication

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5. Each use of an emergency seclusion/restraint and the reason for each use shall be documented and reported according to the following procedures:
 - a. document in writing and report in writing or orally to the building administration immediately
 - b. report in writing or orally to the parent or guardian immediately
 - c. a report shall be written for each use of seclusion/restraint (including multiple uses within a given day) and the written report(s) provided to the parent or guardian within the earlier of one (1) school day or seven (7) calendar days.

6. Emergency seclusion/restraint should not be used any longer than necessary, based on research and evidence, to allow a student to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency seclusion or emergency physical restraint is ended.
 - a. for emergency seclusion, the time limit is generally no longer than 15 minutes for an elementary school student or 20 minutes for a middle school or high school student.
 - b. for emergency physical restraint, the time limit is generally no longer than 10 minutes.
 - c. If an emergency seclusion/restraint lasts longer than time limits, all of the following are required:
 - 1) additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel;
 - 2) documentation to explain the extension beyond the time limit.

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7. After any use of an emergency seclusion/restraint, staff must make reasonable efforts to debrief and consult with the parent or guardian, or the parent or guardian and the student (as appropriate) regarding the determination of future actions.
8. Substitute teachers must be informed of and understand the procedures regarding the use of emergency seclusion and emergency restraint.

C. Students Exhibiting a Pattern Behavior

1. If a student exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel, consistent with MCL 380.1307 and the Michigan State Board of Education Policy for the Emergency Use of Seclusion and Restraint (State Policy), are encouraged to do the following:
 - a. Conduct a functional behavior assessment;
 - b. Develop/revise a PBIS plan to facilitate the reduction or elimination of the use of seclusion/restraint; and/or
 - c. Develop/revise and implement a written Emergency Intervention Plan (EIP) or other intervention strategies.
2. The development of an EIP or other intervention strategies shall be solely for the purpose of protecting the health, safety, and dignity of the student and does not expand the legally permissible use of emergency seclusion or emergency physical restraint.

D. Data Collection and Reporting

The District shall collect and report data on and related to the use of restraint and seclusion. In collecting and reporting this data, the District shall use existing data collection and reporting systems whenever possible. Incidents shall be reported to the Michigan Department of Education (MDE), if and as required by the MDE. Incidents shall at a minimum be reported by race,

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age, grade, gender, disability status, identity of school personnel initiating the use of the restraint or seclusion, and identity of the school or program where the use occurred.

The data should:

1. be analyzed to determine the efficacy of the school's school-wide system of behavioral support.
2. be analyzed in the context of suspension, expulsion and dropout data.
3. be analyzed for the purposes of continuous improvement of training and technical assistance toward the reduction or elimination of seclusion/restraint.
4. be analyzed on a schedule determined by the MDE.

TRAINING FRAMEWORK.

A comprehensive training framework will be implemented which includes the following:

- awareness training for all school personnel who have regular contact with students; and
- comprehensive training for key identified personnel

Comprehensive Training for Key Identified Personnel

- A. Each building Administrator will identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with

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students, key identified personnel who may have to respond to an emergency situation shall be trained in all of subparagraphs 1 to 16 as follows and should be trained in all of subparagraphs 17 to 20 as follows:

1. proactive practices and strategies that ensure the dignity of students
2. de-escalation techniques
3. techniques to identify student behaviors that may trigger emergency situations
4. related safety considerations, including information regarding the increased risk of injury to students and school personnel when seclusion or restraint is used
5. instruction in the use of emergency seclusion and emergency physical restraint
6. identification of events and environmental factors that may trigger emergency situations
7. instruction on the State policy on the use of seclusion and restraint
8. description and identification of dangerous behaviors
9. methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted
10. types of seclusion
11. types of restraint
12. the risk of using seclusion or restraint in consideration of a student's known and unknown physical or mental health conditions or psychological limitations
13. the effects of seclusion and restraint on all students
14. how to monitor for and identify the physical signs of distress and the implications for students generally and for students with particular physical or mental health conditions or psychological limitations.

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15. how to obtain appropriate medical assistance
 16. cardiopulmonary resuscitation and first aid
 17. conflict resolution
 18. mediation
 19. social skills training
 20. positive behavioral intervention and support strategies
- B. The provisions concerning training, may include online training that is developed or approved by the MDE.

GLOSSARY OF TERMS

"Chemical restraint" means the administration of medication for the purpose of restraint.

"De-escalation techniques" means evidence- and research-based strategically employed verbal or nonverbal interventions used to reduce the intensity of threatening behavior before, during, and after a crisis situation occurs.

"Documentation" means documentation developed by the Michigan Department of Education that is uniform across the state.

"Emergency physical restraint" means a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others. Emergency physical restraint does not include physical restraint that is used for the convenience of school personnel, as a substitute for an educational program, as a form of discipline or punishment, as a substitute for less restrictive alternatives, as a substitute for adequate staffing, or as a substitute for school personnel training in positive behavioral intervention and support. Emergency physical restraint does not include

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a practice prohibited under MCL 380.1307b. Emergency physical restraint does not include physical restraint when contraindicated based on a student's disability, health care needs, or medical or psychiatric condition, as documented in a record or records made available to the school.

"Emergency seclusion" means a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others. To qualify as emergency seclusion, there must be continuous observation by school personnel of the student in seclusion, and the room or area used for confinement must comply with state and local fire and building codes; must not be locked; must not prevent the student from exiting the area if school personnel become incapacitated or leave that area; and must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the student and others, in accordance with department guidelines. Emergency seclusion does not include the confinement of preschool children or of students who are severely self-injurious or suicidal; seclusion that is used for the convenience of school personnel, as a substitute for an educational program, as a form of discipline or punishment, as a substitute for less restrictive alternatives, as a substitute for adequate staffing, or as a substitute for school personnel training in positive behavioral intervention and support; or a practice prohibited under section MCL 380.1307b. Emergency seclusion does not include seclusion when contraindicated based on a student's disability, health care needs, or medical or psychiatric condition, as documented in a record or records made available to the school.

"Emergency situation" means a situation in which a student's behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

"Functional behavioral assessment" means an evidence- and research-based systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A functional behavioral assessment shall describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time.

"Key identified personnel" means those individuals who have received the mandatory training described in MCL 380.1307g (b) (i) to (xvi).

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MACOMB INTERMEDIATE SCHOOL DISTRICT

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"Mechanical restraint" means the use of any device, article, garment, or material attached to or adjacent to a student's body to perform restraint.

"Physical restraint" means restraint involving direct physical contact.

"Positive behavioral intervention and support" means a framework to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum of intensifying supports based on student need that unites examination of the function of the problem behavior and the teaching of alternative skill repertoires to enhance academic and social behavior outcomes for all students.

"Positive behavioral intervention and support plan" means a student-specific support plan composed of individualized, functional behavioral assessment-based intervention strategies, including, as appropriate to the student, guidance or instruction for the student to use new skills as a replacement for problem behaviors some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and procedures for monitoring, evaluating, and modifying the plan as necessary.

"Prone restraint" means the restraint of an individual facedown.

"Regularly and continuously work under contract" means that term as defined in MCL 380.1230.

"Restraint" means an action that prevents or significantly restricts a student's movement. Restraint does not include the brief holding of a student in order to calm or comfort, the minimum contact necessary to physically escort a student from 1 area to another, the minimum contact necessary to assist a student in completing a task or response if the student does not resist or resistance is minimal in intensity or duration, or the holding of a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety, such as running in front of a car. Restraint does not include the administration of medication prescribed by and administered in accordance with the directions of a physician, an adaptive or protective device recommended by a physician or therapist when it is used as recommended, or safety equipment used by the general student population as intended, such as a seat belt or safety harness on school transportation. Restraint does not include necessary actions taken to break up a fight, to stop a physical assault, as defined in MCL 380.1310, or to take a weapon from a student. Restraint does not include actions that are an integral part of a sporting event, such as a

policy

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referee pulling football players off of a pile or a similar action.

"Restraint that negatively impacts breathing" means any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.

"School personnel" includes all individuals employed in a public school or assigned to regularly and continuously work under contract or under agreement in a public school, or public school personnel providing service at a nonpublic school.

"Seclusion" means the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if that confinement is an integral part of an emergency lockdown drill required under section 19(5) of the fire prevention code, 1941 PA 207, MCL 29.19, or of another emergency security procedure that is necessary to protect the safety of student.

MCL 380.1307, 1307a, b, c, d, e, f, g, and h

Adapted from the 2017 Michigan State Board of Education Policy for Emergency Use of Seclusion and Restraint

Revised: August 9, 2017

Macomb Intermediate School District – Great Start Readiness Program
Guidance on Challenging Behaviors-Promoting Social and Emotional Development

GSRP Implementation Manual Language:

GSRP Providers must not deny enrollment or exclude a child based on challenging behavior or any disability because of staff attitudes and/or apprehensions, unfamiliarity with the behaviors or disability, the need to access additional resources to serve a specific child or the need for individual planning and intentional teaching.

GSRP staff will refer to the GSRP Implementation Manual for further guidance and conflict resolution procedures. GSRP staff will also follow all childcare Licensing Rules regarding managing behavior.

Daily Classroom Practices for Promoting Social and Emotional Development

Teaching teams will provide:

- A calm, loving, nurturing and respectful environment
- Positive adult child interactions that focus on building relationships
- Positive encouragement, while focusing on children’s strengths
- Ways to teach social/emotional skills as well as appropriate behaviors
- A safe learning environment while using positive redirection and clear classroom rules
- A predictable and consistent daily routine and transitions
- Ways for children to regulate their emotions and express their feelings appropriately
- Ways to guide children in learning how to problem solve and be part of the conflict resolution process
- Ways to build partnership with families

Resource: The Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children.

<https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>

Documenting Challenging Behaviors

When teaching teams observe an ongoing challenging behavior that is putting the child, other children and/or adults in the classroom at risk of harm such as: deliberately hurting staff or other children by hitting, biting, kicking, etc. then the following steps **MUST** be followed:

- Immediately contact the program’s Early Childhood Specialist. The ECS will set up a time to stop by the classroom and observe the behavior, then meet with the teaching team to share the observation and discuss next steps
- Teaching teams must have documentation of the time/part of the day when the observable behavior is occurring, the frequency of the behavior, as well as triggers that might be causing the behavior
- Teaching teams must have documentation of the strategies that they have been consistently implementing in the classroom to address the behavior, such as what was done to teach the child social-emotional skills? What was done to teach the appropriate behavior? What visuals were used? etc.
- Documentation of any follow up with the family

Behavior Intervention Plan

If the ECS feels that a Behavior Intervention Plan is necessary to support the child's social and emotional development, then a meeting will be set up with the ECS, teaching team, administrator, parent(s)/guardian(s), and any other individuals that should be included

The Behavior Intervention Plan will include (but not limited to) the following:

- Documentation of the ongoing behavior in the classroom
- Strategies and techniques that the teaching teams consistently implemented to support the child
- Feedback from the parent/guardian
- Steps that will be agreed upon to support the child in the classroom and at home
- Resources shared with the families as well as agencies, such as Macomb community mental health, special education services at the local school district, etc.
- A plan for next steps

A copy of the Behavior Intervention Plan will be signed by all attendees. A copy is given to all parties included in developing the plan, and will be placed in the child file – A follow up meeting will be scheduled within one month

Reminders

- **GSRP children should not be sent home for exhibiting challenging behaviors. If an emergency/safety situation related to a behavior occurs, the teaching teams/administrators must reach out to the ECS immediately and based on the situation a decision will be made on how to proceed**
- **Teaching teams/administrators cannot meet with the parent to set up a Behavior Intervention Plan without the consent of the ECS**

Seclusion and Restraint

- The use of seclusion and restraint is not allowed in a GSRP Classroom. If emergency restraint has been used with a child, the GSRP staff MUST have documentation and contact their ECS. The ECS will be responsible for sharing it with the MISD Early Childhood Contact and GSRP Coordinator

Per Licensing Rule R400.8140) – Any adults interacting with GSRP children (Teaching Teams, Administrators, Classroom Aides, Substitute Staff etc..) Will NOT:

- Use any form of corporal punishment (hitting, shaking, biting, pinching)
- Restricts a child's movement by binding or tying him or her
- Inflict mental or emotional punishment, such as humiliation, shaming or threatening a child
- Deprive a child of meals, snacks, rest or necessary toilet use
- Confine a child in an enclosed areas, such as closet, locked room, box or similar cubicle

I have read the above document and I understand the Guidance on Challenging Behaviors

Program Name: _____

Lead Teacher (please print) _____ Signature _____

Associate Teacher (please print) _____ Signature _____

Administrator (please print) _____ Signature _____

Date: _____