



## Macomb ISD Great Start Readiness Program (GSRP) Program Policies and Procedures - 2025-2026

Early Childhood Contact  
JoAnne Elkin  
[jelkin@misd.net](mailto:jelkin@misd.net)  
586-228-3480

GSRP Fiscal Compliance  
Specialist  
Pam Cruz  
[pcruz@misd.net](mailto:pcruz@misd.net)  
586-228-3547

GSRP Fiscal Compliance  
Specialist  
Laura Miciano  
[lmiciano@misd.net](mailto:lmiciano@misd.net)  
586-228-3425

Program Compliance  
Specialist/GSRP  
Coordinator  
Sherine Katba  
[skatba@misd.net](mailto:skatba@misd.net)  
586-228-3538

Lead GSRP Coordinator  
Amanda Semkiw  
[asemkiw@misd.net](mailto:asemkiw@misd.net)  
586-228-3536

GSRP Coordinator  
Jessica Beckman  
[jbeckman@misd.net](mailto:jbeckman@misd.net)  
586-228-3503

GSRP Coordinator  
Taylor Darga  
[tdarga@misd.net](mailto:tdarga@misd.net)  
586-228-3468

GSRP Coordinator  
Sailor Dufresne  
[sdufresne@misd.net](mailto:sdufresne@misd.net)  
586-228-3408

GSRP Coordinator  
Heidi Jacobi  
[hjacobim@misd.net](mailto:hjacobi@misd.net)  
586-228-3537

GSRP Coordinator  
Beth Kueppers  
[bkueppers@misd.net](mailto:bkueppers@misd.net)  
586-228-3469

# Great Start Readiness Program Policies and Procedures for FY26

## Table of Contents

Assurances.....	2
Child Recruitment and Enrollment.....	3
Macomb County GSRP Enrollment Guidelines.....	7
Macomb County Referral to Head Start.....	8
PreK for All Flyer.....	10
Closure Procedures.....	12
Communication.....	13
Conflict Resolution Protocol.....	14
Funding Application.....	15
Community Partnerships.....	16
Fiscal Policy and Review.....	17
Monitoring Sub-recipients.....	18
MISD GSRP Accurate Count and Funding Policy.....	20
Great Start Readiness Program - Lead Teacher.....	22
Great Start Readiness Program - Associate Teacher.....	23
Great Start Readiness - Associate Teacher.....	23
Program Citation Documentation.....	24
Children’s Record Review.....	25
Family Participation Group.....	26
Philosophy.....	27
Professional Learning.....	28
Program Evaluation.....	29
Early Childhood Specialist Framework.....	30
Record Keeping.....	31
School Readiness Advisory Committee.....	33
Macomb Intermediate School District Process for Selecting Sub-recipients and Awarding Seats.....	34
Community Based GSRP Partners.....	38
GSRP-PreK for All Grant Application for 2025-2026.....	39
Macomb County Potential Partner Classroom Checklist.....	43
GSRP Affiliation Agreement.....	44
Policy for Addressing Challenging Behaviors.....	55
Macomb Intermediate School District.....	59
GSRP-PreK for All Guidance for Children with IEPs.....	59
Policy-Student Seclusion and Restraint.....	61

*These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.*

## 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 Lifelong Education, Advancement and Potential (MiLEAP).
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 in 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 MiLEAP approval.
3. MiLEAP 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, PIP, MiRegistry) 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.
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 MiLEAP 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 and Head Start 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 MiLEAP, 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, 251-300% FPL, 301-350% FPL, and then 351-400%. 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 400% of FPL until May 1. Priority is determined by income and number of eligibility factors.
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 early enrollment for children who turn 4 after September 1, but on or before December 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. Sub-recipients must attend annually.
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

## Great Start Readiness Program Policies and Procedures for FY26

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.

### **Inclusion Policy**

An effective GSRP-PreK for all inclusion policy ensures that all children, regardless of ability, background, or learning needs, have access to high-quality early childhood education. By fostering an inclusive environment, schools provide equitable opportunities for every child to grow, learn, and thrive. Research shows educating children with their typically developing peers provides benefits to everyone involved!

The MISD supports inclusion of students who are eligible for services under IDEA to the greatest extent appropriate in their least restrictive environment (LRE), including in GSRP classrooms. GSRP-PreK for All programs do not discriminate against students with the following eligibility factors including: diagnosed disability, IEPs, identified developmental delay, severe or challenging behavior, and primary home language other than English.

#### **Benefits of Inclusion:**

- Increased social interactions and friendship skills
- Peer role models
- Greater access to general curriculum
- Increased achievement of individual goals
- Increased appreciation and acceptance of individual differences
- Greater academic outcomes
- Students are prepared for adult life in an inclusive society

#### **Supportive Learning Environments and Instructional Strategies:**

- Teaching team members use developmentally appropriate practices and consider the unique needs and diverse learning styles of all children when planning.
- Educational materials and activities are designed to support inclusion, reflect diverse cultures, languages, and experiences.
- Schedules, routines, and activities are flexible.
- Adaptations and modifications are made to meet the needs of all children.
- Social-emotional learning is integrated to encourage peer interactions and foster a sense of belonging.
- Training and support can be provided to GSRP-PreK for all by the MISD Early Childhood Staff in order to support the developmental and educational needs of all children.
- Teaching teams implement strategies from the Macomb ISD Behavior Intervention Guide Framework.

#### **Family Partnerships:**

- Parents and guardians are encouraged to be active participants in their child’s learning experience.
- Families are encouraged and supported to collaborate with staff to ensure that their child has an opportunity for optimum success.

## Great Start Readiness Program Policies and Procedures for FY26

- Sub-recipients are required to hold 2 home visits and 2 parent teacher conferences to discuss assessment data and observations pertaining to growth and development. As well as, regular communication about the child's success and areas for growth.

## Great Start Readiness Program Policies and Procedures for FY26

### **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 parents.
  - ° 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 (MILEAP) 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 MILEAP for the seat(s).
- If the educating ISD is requesting to enroll non-resident special education children 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 the agreement shall give sixty (60) days written notice of said cancellation to the other party.

**Signed:**

---

## Macomb County GSRP Enrollment Guidelines

<b>Macomb Intermediate School District GSRP-PreK for All Prioritization Process</b>	
<b>Revised April 2025</b>	
<b>January 1- April 30</b>	<ul style="list-style-type: none"> <li>● Age-eligible children (4 yrs of age by September 1st).</li> <li>● Families with income up to 400%</li> <li>● Families under 100% FPL must be referred to Head Start.</li> <li>● Families indicating homelessness, foster care, or IEPs must be prioritized.</li> </ul> <p>*Saving 10% (reserved percentage) of total site allocation for late enrollment.</p>
<b>May 1</b>	<ul style="list-style-type: none"> <li>● <b>Age-eligible children</b> (4 yrs of age by September 1st), families <b>exceeding 400% FPL</b>. Prioritize by eligibility factors.</li> </ul> <p>*Saving 10% (reserved percentage) of total site allocation for late enrollment.</p>
<b>July 1</b>	<ul style="list-style-type: none"> <li>● <b>Early-entry</b> children, those who turn 4 yrs of age between September 2 and December 1st, if all age-eligible (4 yrs of age by September 1st) children have been placed.</li> </ul> <p>*Saving 10% (reserved percentage) of total site allocation for late enrollment.</p>
<b>August 1</b>	Fill the remaining 10% (reserved percentage) of allocated seats, prioritizing lowest income/highest need families first.
<b>August 15</b>	If openings remain from the reserved percentage, enroll any remaining families including those with income exceeding 400% FPL up and those that have completed a <b>Self-Reported Income Documentation form</b> , to the full allocation.
<b>Out-of-county</b> enrollments email Sherine Katba: <a href="mailto:skatba@misd.net">skatba@misd.net</a>	
★ As a reminder programs need to continue filling open GSRP seats. This should be going on all year to ensure we serve as many children as we can. Open seats may result in a reduction of GSRP funding.	

# Great Start Readiness Program Policies and Procedures for FY26

## Macomb County Referral to Head Start



### Macomb County Referral Form for the Great Start Readiness Program to Head Start

\_\_\_\_\_ Birth Date: \_\_\_\_\_  
(Print) Child's Last Name First Name

\_\_\_\_\_ Phone Number: \_\_\_\_\_  
(Print) Parent/Guardian's Last Name First Name

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 2025-26 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 3 of 13)
- 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](mailto:MCAHeadStart@macombgov.org) by the GSRP Program Staff
- The release form will be returned to GSRP 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 indicate which option the family has chosen
- Questions: Call 586-469-5215 or email [MCAHeadStart@macombgov.org](mailto:MCAHeadStart@macombgov.org)

## PreK for All Flyer

### 2026 MACOMB COUNTY



#### 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 PreK for All program for four-year-olds. Ranked #1 nationally as one of the highest quality programs, the Macomb County GSRP programs provide developmentally appropriate learning in a safe, nurturing and positive environment.

**Strong Family Involvement Component**

**High Quality Programs**

**All Families Income Eligible**



#### 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



Macomb Community Action



[www.misd.net/earlychild/readiness.html](http://www.misd.net/earlychild/readiness.html)

# Great Start Readiness Program Policies and Procedures for FY26



 **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   

Eco Early Academy (586) 551-7028   

L'I Graduates Child Development Center (586) 598-1255   

## CLINTON TWP

Chippewa Valley Schools (586) 723-2275  

Clintondale Community Schools (586) 791-6300    

Macomb Intermediate School District (586) 469-5215   

Academy 4 Early Achievers (586) 262-0399   

Bizzy Bees Early Learning Center (586) 300-6783    

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   

Phoenix Learning Center (248) 688-9229   

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 

Kid Fit Childcare (313) 421-2623    

Little Sprouts Academy (313) 500-3103   

Little World Childcare Center 2 (586) 879-0224   

St. Peter's Lutheran Early Childhood Center (586) 447-9280   

## FRASER

Fraser Public Schools (586) 439-7600    

## MACOMB TWP

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

The Goddard School Macomb (586) 786-5862   

The Goddard School Wellington (586) 265-2025   

God's Love Overpowers Child Care LLC (586) 213-1119   

Green Garden Child Development Center (586) 210-6244   

Northbrook Academy (586) 598-5112   

## 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    

Little Learners Childcare Center (586) 281-6369   

## ROSEVILLE

Roseville Community Schools (586) 445-5780   

The Infinite Learning Center (586) 200-5264   

Joyful Tots Roseville (586) 541-8615   

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    

South Lake Schools (586) 435-1500   

Everlasting Word (586) 443-5760   

Joyful Jungle Christian Learning Center (248) 435-8445   

Mini Kampus (586) 294-2497   

## 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

Utica Community Schools (586) 797-6930    

Academy 4 Lil' Angels (586) 532-6666   

Chaldean Community Foundation (586) 722-7253  

Dequindre Kinder Care (586) 884-6643 

KinderCare - 15 Mile/Schoenherr (586) 978-8930   

New Dawn Academy (855) 800-7836 

Noor International Academy (586) 365-5000 

Ryan Road Kinder Care (586) 978-9099 

Sterling Heights Kinder Care (586) 268-1680   

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

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

## WARREN

Fitzgerald Public Schools (586) 757-5150   

Warren Consolidated Schools (586) 698-4046    

Warren Woods Public Schools (586) 439-4885    

Van Dyke Public Schools (586) 759-9406   

The Giving Tree (586) 850-3729   

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

Kids Will Be Kids (586) 393-1096 

Little Leaders (586) 944-0193   

Lovingkindness Learning Academy (586) 277-7211   

Macomb Montessori Academy (586) 209-4267   

Michigan Math & Science Academy

## 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 requirements 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. Family Coalition (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. MiLEAP communications and updates will be shared in regards to policies, guidelines, and other communications.  
Program plans, policies, procedures and grant applications 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. MiLEAP 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 encouraged 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 confirmation 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 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 sites 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 center's 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 MiLEAP'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 MiLEAP 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 MiLEAP 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 MiLEAP. 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 purchased 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. 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. Funding will be adjusted if allocation is not filled by the spring Early Childhood MSDS collection.
3. Any amendments to the budget must be approved prior to new budgets being adopted. (See Fiscal Planning and Review section)
4. Sub-recipients will maintain current licensing of facilities and programs by the Child Care Licensing Bureau (CCLB) and report to the Early Childhood Coordinator in writing within 24 hours of a change in licensing status or special investigation. The MISD works closely with Childcare Licensing to ensure all programs follow licensing rules.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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. Compliance Plans must be written and approved by the ECS/ECC.
10. Sub-recipients 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.
11. Sub-recipients will be required to participate in the National School Nutrition Program and/or the Child and Adult Care Food Program (CACFP). Invoices will be kept at the sub-recipient site for monitoring purposes.
12. 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.
13. 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

## Great Start Readiness Program Policies and Procedures for FY26

- 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. SmartTeach/COR data
  - i. ECS visit forms
  - j. Teaching team letters
  - k. Transition plans into and out of GSRP
  - l. School calendars
  - m. Strengths and needs assessment
14. Fiscal reviews will be conducted monthly by the MISD at which time, the GSRP budget will be reviewed alongside receipts, invoices, payroll, etc. Programs will receive a follow-up with any concerns.
15. Monitoring reviews will be conducted 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 based on citations 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.
16. 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.
17. Continued monitoring of program requirements 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.

## MISD GSRP Accurate Count and Funding Policy

The purpose of this policy is to establish procedures for determining the official student count used for Early Childhood GSRP funding and to outline expectations for data submission, verification, and allocation of funds.

### Sub-Recipient Data Submission Requirements

- All LEAs, PSAs and (6) Community Based Organization Partners are responsible for certifying the three Early Childhood Collections
- The MISD is responsible for certifying the three Early Childhood Collections for (53) of the Community Based Organization Partners
- All MISD-certified sub-recipients are required to submit complete and accurate student data
- Data must be submitted by the requested due dates for:
  - Fall Early Childhood Collection
  - Spring Early Childhood Collection
  - End-of-Program Early Childhood Collection

### Official Data Source

- Funding calculations shall be based on the **Spring Early Childhood Collection** as reported through MSDS
- The **CEPI Data Quality Summary Report** serves as the official source for determining the Early Childhood Spring Collection count
- The CEPI Data Quality Report is cross-referenced and verified by the MISD MSDS Administrator to ensure accuracy and completeness
- MISD reviews the “GSRP Counts by Fiscal Entity and Program” report in CEPI by looking at the counts of children submitted during both collections reporting period, as well as verifying the list of duplicate UICs
- Before certification, MISD supports programs by reviewing in CEPI the “Early Childhood Student List” report to ensure that the accurate Early Childhood delivery schedule code is submitted for funding purposes, and informs sub-recipients if corrections need to be made

### Funding Priority Order

When multiple funding options are applicable, counts shall be prioritized in the following order:

1. Extended Program
2. School Day
3. GSRP Blend Extended
4. Part Day

## Great Start Readiness Program Policies and Procedures for FY26

If multiple entities serve the same student under the same funding option, funding shall be allocated to the entity with the **closest “as of” date**, defined as the program that most recently served the student.

### **Determination of Earned Funding and Funding adjustments**

- The total annual funding earned by MISD is determined by the number of children:
  - Entered in the MSDS Early Childhood Fall and Spring Collections
  - Deduplicated as enrolled in GSRP; and
  - Identified by the specific program option in which they are enrolled
- Student counts are reviewed and verified to ensure accurate enrollment status and program participation, by looking at different reports in CEPI, such as the “Early Childhood Student List” report
- Budget Reallocation – programs that do did not fill all their seats by Spring Early Childhood Collection, an updated allocation is sent out, requiring an amended budget

# Great Start Readiness Program - Lead Teacher



**Macomb Intermediate School District**

44001 Garfield Road • Clinton Township, MI • 48038.1100 • 586.228.3300

## Lead Teacher Preschool Education Preparation Plan (PEPP)

A lead teacher's Preschool Education Preparation Plan must be completed within three years of the date of hire with GSRP-PreK for All. Progress toward completion of the PEPP shall consist of at least two credit-bearing courses per calendar year from an approved training institution or agency. The PEPP must result in the attainment of a Bachelor's or Master's degree in early childhood education or child development, or an early childhood or lower elementary endorsement on a valid Michigan Teaching Credential.

Lead Teacher's Name: \_\_\_\_\_

District/Organization: \_\_\_\_\_

Date: \_\_\_\_\_

Initial Each Line that Applies	Documentation to Support the Employment of an Uncredentialed Lead Teacher				
	Applicant has three years experience and significant training in early childhood, based on the recommendation of the MISD (attach supporting documents)				
<b>AND ENROLLED IN 1 OF THE PROGRAMS BELOW</b>					
	Applicant is within three years of obtaining a Bachelor's or Master's degree in early childhood education or child development (attach supporting documents)				
<b>OR</b>					
	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 _____					
Program Director/Owner Signature _____					
Early Childhood Specialist Signature _____					
Early Childhood Contact Signature _____					
<b>Early Childhood Specialist Progress Monitoring</b>					
_____	_____	_____	_____	_____	_____
Date	ECS Initials	Date	ECS Initials	Date	ECS Initials

# Great Start Readiness Program - Associate Teacher



**Macomb Intermediate School District**  
 44001 Garfield Road • Clinton Township, MI • 48038.1100 • 586.228.3300  
**Associate Teacher Preschool Education Preparation Plan (PEPP)**

An associate teacher's Preschool Education Preparation Plan must be completed within three years of the date of hire with GSRP-PreK for All. Progress toward completion of the PEPP must minimally include two credit-bearing courses, 60 clock hours, or an equivalent of training per calendar year from an approved training institution or agency and must result in the attainment of the Preschool CDA or an associate's degree in child development or early childhood education.

Associate Teacher's Name: \_\_\_\_\_

District/Organization: \_\_\_\_\_

Date: \_\_\_\_\_

Initial Each Line that Applies	Documentation to Support the Employment of an Uncredentialed Associate Teacher
	Applicant has a minimum of six months verified experience in early childhood education (attach supporting documents)
<b>AND ENROLLED IN 1 OF THE PROGRAMS BELOW</b>	
	Applicant is enrolled in courses to complete an associate's degree in early childhood education or child development (attach supporting documents)
<b>OR</b>	
	Applicant is enrolled in courses to complete a valid center-based Preschool CDA credential (attach supporting documents)

Expected Completion Date: \_\_\_\_\_

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Program Director/Owner 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



### Program Citation Documentation

**To:** \_\_\_\_\_ **Program:** \_\_\_\_\_

**From:** JoAnne Elkin  
GSRP PreK for All Grant Administrator, MISD

**cc:** Sherine Katba  
GSRP PreK for All Program Compliance Specialist, MISD

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

---

\_\_\_\_\_ is receiving this program citation due to the following concern:

**Details:**

**Action Needed:**

Program Administrator/Director Signature: \_\_\_\_\_

Early Childhood Contact, MISD Signature: \_\_\_\_\_

Submitted by:

Date:



## 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. Parents 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, handbooks 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 PreK for All 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 training to support classrooms.
4. The Early Childhood Specialists attend any MiLEAP 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, PreK for All Network 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 tools 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 MiLEAP. 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 MiLEAP approved curriculum and child assessment (SmartTeach 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:
  - a. 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);
  - b. Use data to establish professional development goals;
  - c. Set measurable goals and objectives to address classroom quality, and child outcomes;
  - d. Address whether policies and procedures require revisions;
  - e. Inventory available program resources (time, money, personnel, technology, curriculum resources, training, etc.).

# Early Childhood Specialist Framework

Click here to view:

[https://drive.google.com/file/d/1jWBUm1Pi7xBOApmHXP-p5yt51aWfRb8W/view?usp=drive\\_link](https://drive.google.com/file/d/1jWBUm1Pi7xBOApmHXP-p5yt51aWfRb8W/view?usp=drive_link)



**Macomb Intermediate School District**

## **Early Childhood Specialist Framework 2025-2026**



These materials were provided/developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential

Revised June 2025

## 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 Lifelong Education, Advancement and Potential'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. NEXSYS 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. Plans 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/GSRP classroom 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/MiLEAP 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;

## Great Start Readiness Program Policies and Procedures for FY26

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 eligibility 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 composed 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 GSC reviews and endorses the GSRP funding application including the community needs assessment annually.
12. Meetings will be held at least twice per year.

## 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 eligible four year old children. The following criteria will be used to determine 2025-26 funding for sub-recipients of the Macomb ISD GSRP grant.

### **Calculation of Total Community Need for GSRP Seats**

For FY26 the Michigan Department of Lifelong Education, Advancement and Potential prepopulated the Community Needs Assessment for all ISDs using the American Community Survey.

For FY24 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 of 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 39% in fiscal year (FY) 2025. 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 2025-26 school year, the following criteria will be utilized to allocate seats to GSRP sub-recipients:

1. Priority will be given to maintain the existing 2024-25 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 2025-26 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 rating or licensing status, will be made available to MiLEAP 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/MiLEAP 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 SmartTeach 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.

## Great Start Readiness Program Policies and Procedures for FY26

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

In light of the 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 39% 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!

### **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, licensing status and 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.

## Great Start Readiness Program Policies and Procedures for FY26

### **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 center's 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.

## Great Start Readiness Program Policies and Procedures for FY26

Dear Child Care Center Director,

The Great Start Readiness Program (GSRP)-PreK for All is a nationally ranked state funded preschool program for 4-year-old children. Centers may be nonprofit or profit. All programs must participate in the Great Start to Quality and maintain at least the Enhancing Quality level. 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-PreK for All experience, including field trips, meals, or transportation. While meals must be provided, transportation is optional.
- GSRP-PreK for All 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 <https://www.michigan.gov/mileap/early-childhood-education/early-learners-and-care/gsrp/resources/implementation-manual>.
- Centers will be required to follow recognized rules of accounting to receive funds. The Macomb Intermediate School District will also monitor each center to ensure that they are following all GSRP-PreK for All rules. This includes audits of children's files and completing Classroom Coach in the GSRP-PreK for All classrooms.
- Staff responsible for the GSRP-PreK for All program in your center would be expected to follow the Connect 4 Learning, Creative Curriculum, Early Foundations (KinderCare Exclusive) or HighScope curriculum used in all Macomb County GSRP-PreK for All programs, as well as attend the PreK for All 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 GSRP-PreK for All a success in your center. 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

GSRP Grant Administrator

Sherine Katba

Program Compliance Specialist

## Community Based GSRP Partners

We are pleased that you are interested in having a GSRP-PreK for All 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-PreK for All program as well as maintaining standards that are found within the guidelines.
- Your entire center will benefit from the expansion into GSRP-PreK for All 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 regard to the GSRP-PreK for All 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-PreK for All Implementation Manual.

### **Next steps:**

1) *Complete a GSRP-PreK for All Grant Application and send to:*

*Skatba@misd.net at 586-228-3538 for more information*

2) *A site visit will be scheduled with a GSRP-PreK for All Coordinator to review your application and answer any questions you may have. At this time a rubric will be scored based on GSRP-PreK for All requirements.*

## GSRP-PreK for All Grant Application for 2025-2026

### Application Directions:

1. The grant application must be emailed to [skatba@misd.net](mailto:skatba@misd.net). If you have additional questions, please contact Sherine Katba by email 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 chosen. If there are no qualified applicants, no award(s) will be made. Also, if there is not an increase in GSRP-PreK for AI funding, 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
- Great Start to Quality Rating
- 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

## Great Start Readiness Program Policies and Procedures for FY26

### Please answer the following questions:

**1. Center Information** – Please briefly describe the length of time the 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 <https://greatstarttoquality.org> 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, Creative Curriculum or Connect 4 Learning?

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?

## Great Start Readiness Program Policies and Procedures for FY26

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

# Great Start Readiness Program Policies and Procedures for FY26

## MISD GSRP Rubric



### Macomb Intermediate School District GSRP-PreK for All Rubric 2025-26 School Year

Points	0	1	2	3	4
Status of Licensing <i>(see license)</i>	License on 1 <sup>st</sup> or 2 <sup>nd</sup> <u>Provisional</u> (cannot apply at this time)	License <u>has</u> 1 or more investigation reports <u>within</u> the last 2 years.			No Licensing investigation reports found
Status of Licensing <i>(review licensing notebook)</i>	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 <i>(attached checklist)</i>	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 <i>(4-QRIS)</i>	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 <u>care</u> 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.
- The 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**

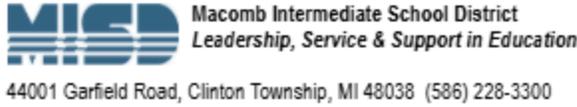
- Daily routine is posted and offers a balance of participatory learning throughout the day.
- There is time each day for child-initiated activities in the classroom and during outdoor time.
- Adults support children's ideas, actions, and developmental levels during child-initiated activities.
- Adults 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:**

# GSRP Affiliation Agreement



2025-2026 Macomb ISD Great Start Readiness Affiliation Agreement  
 Contracted Services Agreement: October 1, 2025 - September 30, 2026

## Terms Overview

<b>Provider:</b>	
<b>Provider Type:</b>	
<b>Great Start to Quality Status:</b>	
<b>Curriculum:</b>	
<b>Assessment Tool:</b>	
<b>Delivery Method:</b>	
<b>Allocated Students:</b>	
<b>Total Classrooms:</b>	
<b>Total Funding Allocation:</b>	
<b>3% Administrative Fee:</b>	
<b>Assessment Tool Fee:</b>	
<b>Classroom Coach Fee:</b>	
<b>ECS Support Fee:</b>	
<b>Net Total:</b>	

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

#### Great Start Readiness Program (GSRP) Affiliation Agreement for FY26

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 the following collectively known as Local Education Agencies, Public School Academies, and Community Based Organizations (LEAs/PSAs/CBOs), within the jurisdictional boundaries of the Macomb ISD.

Academy 4 Early Achievers  
Academy 4 Lil' Angels  
Anchor Bay Schools  
Armada Area Schools  
Bizzy Bees Early Learning Center  
Boss Baby Early Learning Center  
Center Line Public Schools  
Chaldean Community Foundation Little Scholars  
Preschool  
Chippewa Valley Schools  
Clintondale Community Schools  
CrossBridge Action Network  
Eastpointe Community Schools  
Eaton Academy  
Eco Early Academy (2 locations)  
Everlasting Word Early Childcare Center  
Fitzgerald Public Schools  
Fraser Public Schools  
God's Love Overpowers Child Care  
Green Garden Child Development Center  
JBs Child Care and Early Childhood Education  
Jelly Moon Learning Center  
Joyful Tots Childcare and Learning Center Roseville  
Kiddy Korner Preschool  
Kid Fit Childcare Center  
Kids Will Be Kids, LLC.  
Kids' Avenue Christian Learning Center #2  
Kidz Kondo Learning Center  
KinderCare (5 locations)  
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 Learners Childcare Center  
Little Prince & Princess's Learning Center  
Little Sprouts Academy

Little World Childcare Center 2  
Lovingkindess Learning Academy  
Macomb Community Action  
Macomb Montessori Academy  
Merritt Academy  
Michigan Collegiate  
Michigan Math and Science Academy (2 locations)  
Mini Kampus II, Inc.  
Mount Clemens Community Schools  
New Dawn Academy  
New Haven Community Schools  
Noor International Academy  
Northbrook Academy  
One Of A Kind Childcare Center  
Phoenix Learning Center  
Positive Impressions Childcare  
Precious Angels Christian Academy  
Richmond Community Schools  
Romeo Community Schools  
Roseville Community Schools  
Seasons of Learning Early Childhood Center  
Shining Star Pre-School  
Small Wonders Early Learning Center  
South Lake Schools  
Spark's Little Learners Academy  
Star Bright Child Care Center  
St. Peter's Lutheran Early Childhood Center  
The Giving Tree Preschool and Daycare  
The Goddard School Macomb  
The Goddard School Wellington  
The Infinite Learning Center  
The Joyful Jungle Christian Learning Center (2 locations)  
Trinity Lutheran Early Childhood Learning Center  
Utica Community Schools  
Van Dyke Public Schools  
Warren Consolidated Schools  
Warren Woods Public Schools

# Great Start Readiness Program Policies and Procedures for FY26

## Great Start Readiness Program Affiliation Agreement for FY26

### Recitals and Purpose

The Macomb ISD, together with the twenty-one (21) Local Education Agency (LEAs), eight (8) Public School Academy (PSAs), and fifty-nine (59) Community Based Organization (CBOs) identified above, agree to participate in a county-wide consortium to offer Great Start Readiness Program (GSRP) services to age eligible 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 Lifelong Education, Advancement, and Potential (MiLEAP) 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 for the 2025-2026 school year:

1. 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.

### **Macomb ISD and Sub-Recipient Responsibilities**

*By initialing below, the sub-recipient hereby understands and agrees that:*

2. 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 Child Care Licensing Bureau (CCLB) Childcare Licensing requirements, and these shall be provided in a professional manner.

3. The Macomb ISD agrees that it shall submit the completed Program Implementation Plan (PIP) on behalf of the affiliated group identified above no later than the 2025-26 program deadline.

4. The sub-recipient agrees that Macomb ISD GSRP staff will be granted access to the program, its buildings, classrooms, and relevant documents at any time while the program is in

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

operation. The sub-recipient acknowledges that no warning or notice is required by Macomb ISD to obtain access.

5. Each LEA/PSA/CBO shall ensure that students are screened and enrolled into the program in accordance with MiLEAP requirements, Michigan law, and federal requirements. Sub-recipients must follow the Macomb ISD Prioritization Process for enrollment.

6. Each LEA/PSA/CBO offering GSRP will follow GSRP procedures. Acceptance of children into a GSRP program will follow the guidelines provided by MiLEAP 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 45-minute home visits and two 30-minute parent teacher conferences. A minimum of two documented Family Participation Group (FPG) meetings.
- 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.
- d. Adhere to the Macomb ISD-GSRP Policy for Addressing Challenging Behaviors. The policy must be signed by all GSRP sub-recipients.
- e. Must annually attend the GSRP Recruitment and Enrollment training through the MISD.

7. Each LEA/PSA/CBO shall ensure the implementation of all program quality standards, curriculum expectations, and child outcome standards as outlined in the GSRP Implementation Manual and required by MiLEAP.

- 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. The MISD has the right to withhold seats at their discretion.
- b. GSRP classrooms must maintain a level 3: Enhancing Quality rating from Great Start to Quality (GSQ) to be a GSRP partner. If a sub-recipient has a decline in their GSQ rating the MISD must be notified within 24 hours.
- c. During the 2025-26 school year the sub-recipient understands that programming must occur in person or funding will not be received.
- d. All GSRP calendars must be approved by the MISD prior to the start of class as outlined in the GSRP Implementation Manual.

8. The LEAs/PSAs/CBOs shall ensure that the mandatory screener, curriculum, and assessment are being used and delivered with fidelity. Sub-recipients must adhere to the three assessment checkpoints per year as outlined in the GSRP Implementation Manual. Each

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

checkpoint captures a minimum of 75% of completion of each domain. It is strongly encouraged that the chosen curriculum is implemented for a minimum of three (3) school years.

9. 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 (1:10) must be maintained with consistent adults. Licensing ratio violations will be discussed with administrators for immediate correction. Failure to correct will be reported to CCLB, as required by law. In cases of health emergency reduction in the number of children in a classroom and social distancing requirements may be in effect, the sub-recipient will adhere to CCLB and MiLEAP guidance and adult child ratios will be maintained.

10. Each LEA/PSA/CBO shall ensure that classrooms operate the minimum program delivery requirements as listed below:

- a. Classic School Day and Part Day (4 days) - 120 days spread over thirty (30) weeks of classroom-based programming as required by MiLEAP.
- b. Extended (5 days)- 180 days spread over thirty-six (36) weeks of classroom-based programming as required by MiLEAP.
- c. In addition, the program shall provide appropriate family engagement and home-based services as required in the GSRP Implementation Manual.

11. Each LEA/PSA/CBO shall ensure timely resolution of parent or guardian concerns.

12. 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 CCLB licensing guidelines. Insufficient staff may result in a program citation and/or termination of this contract.

13. Each LEA/PSA/CBO shall ensure that sufficient planning time is given to the teaching teams. Planning time must be a minimum of 3 hours weekly.

14. All LEA/PSA/CBO directors are required to attend five mandatory meetings per year. CBO directors/owners will be required to attend accountability meetings per the discretion of the MISD.

15. 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 CCLB licensing guidelines.

- a. All program staff are required to attend four PreK for All Network meetings per

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

year.

16. Each LEA/PSA/CBO shall maintain accurate employee records in accordance with MiLEAP, CCLB licensing, and MiRegistry guidelines.

 (initial here)

#### **Early Childhood Specialist**

*By initialing below, the sub-recipient hereby understands and agrees that:*

17. The LEA/PSA/CBO agrees to provide their own Early Childhood Specialist (ECS) services or contract with the MISD for this service. Sub-recipient ECSs will be on probation for 1 year to ensure all ECS guidelines are being followed. The LEA/PSA/CBO agrees that the functions of the ECS include, but shall not be limited to, the following:

- a. The ECS must follow the Macomb County Early Childhood Specialist framework.
- b. The ECS shall mentor the teaching staff to implement the curriculum and carry out the child assessment with fidelity.
- c. 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.
- d. The ECS shall attend five scheduled ECS meetings and four PreK for All Network meetings at the Macomb ISD for the 2025-26 school year.
- e. The ECS must meet the qualifications outlined in the GSRP Implementation Manual and determined by MiLEAP.

 (initial here)

#### **Funding and Payments**

*By initialing below, the sub-recipient hereby understands and agrees that:*

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

18. The term of this contract shall be for a period of twelve (12) months commencing on October 1, 2025, and shall continue through and include September 30, 2026; 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. GSRP funding is contingent upon legislation.

19. 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 sub-recipient applied its respective funds.
- c. Maintain any carryover and ensure it is spent by June 30, 2026.
- d. Ensure the funds are used for the betterment of the GSRP program with minimal administrative costs. Proof that all expenses are allowable, reasonable, and necessary by state and federal standards. Final Expenditures should closely adhere to the 70%.
- e. Failure to timely submit financial documentation on the given due date, may result in a fiscal citation as well as payment delay. Multiple citations may result in termination of this contract.

20. For the 2025-26 service year, the MISD will charge an administrative fee of three percent (3%) of the total GSRP Award granted by MiLEAP.

21. 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 fully maximizing enrollment efforts.

- a. Sub-recipients will not be invoiced for:
  - 1) Early Childhood Specialist Fee
  - 2) GOLD/COR assessment Fees
  - 3) Classroom Coach Fee
  - 4) Administrative Fee
- b. The costs listed above will be taken off the top of each sub-recipient's total allocation. Sub-recipients will create a budget reflecting the total allocation minus these costs.

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

22. Start Up Grants will be recaptured from sub-recipients if a new classroom does not open and/or an expanded classroom does not increase enrollment by 10%.

 (initial here)

### Reporting Requirements

*By initialing below, the sub-recipient hereby understands and agrees that:*

23. Each of the LEAs/PSAs/CBOs shall be responsible for completing all required program reports, including, but not limited to, financial reports, Michigan Student Data System (MSDS)/Center for Educational and Performance Information (CEPI) reports, enrollment reports, Child and Staff Information reports in MiRegistry, and assessment data collections.

24. Each LEA/PSA/CBO shall collect all required MSDS data on participating GSRP students and submit the data to the Macomb ISD.

- a. Any waitlist children must be entered into the Spring Collection.
- b. Sub-recipients are required to report the number of seats filled, seat openings, and waitlist once a month.
- c. Sub-recipients will provide continuous enrollment if openings become available throughout the school year.

25. The CEPI Data Quality Report is used to determine the Early Childhood Spring Collection. This report is cross referenced and verified by the MISD MSDS administrator.

- a. Funds are based on the Spring Early Childhood Collection.
- b. The total amount of funding earned each year by the MISD is determined by the number of children who have been entered during the MSDS Early Childhood Fall and Spring Collections- deduplicated as enrolled in GSRP and the program option in which they attend.
- c. Counts are prioritized in the following order: Extended Program, School Day, GSRP/Head Start Blend, Part Day. If multiple entities serve the same funding option, funding goes to the closest as of date (the program that most recently served the student).
- d. The MISD reserves the right to hold back funding beginning December 1st, 2025 based on monthly enrollment surveys.
- e. Sub-recipients that are certified by the MISD will be required to submit student data to the MISD MSDS Administrator by the requested due date for the Fall.

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

Spring, and End-of-Program Early Childhood Collections.

 (initial here)

#### **Early Termination and Non-Renewal**

*By initialing below, the sub-recipient hereby understands and agrees that:*

26. 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 Lifelong Education, Advancement, and Potential 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 Lifelong Education, Advancement, and Potential.
- 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 Lifelong Education, Advancement, and Potential, 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 Lifelong Education, Advancement, and Potential.
- 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.

## Great Start Readiness Program Policies and Procedures for FY26

### Great Start Readiness Program Affiliation Agreement for FY26

- 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 Lifelong Education, Advancement, and Potential 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 Lifelong Education, Advancement, and Potential, 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.

27. Sub-recipients must demonstrate a required standard of quality, uphold the grant requirements as outlined in the GSRP Implementation Manual and abide by the terms of this contract. The MISD reserves the right to issue citations, which may result in termination of the contract/program.

28. This Agreement represents the complete agreement 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.

 (initial here)

# Great Start Readiness Program Policies and Procedures for FY26

## Great Start Readiness Program Affiliation Agreement for FY26

### Signatures

For fiscal year 2026 District/PSA/CBO (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, 2025.

For the Macomb ISD

By its: Superintendent

\_\_\_\_\_

Michael R. DeVault

\_\_\_\_\_

Date

For the NAME

By its: Superintendent/CBO Owner

\_\_\_\_\_

First and Last Name

\_\_\_\_\_

Date

# FY26 Macomb Intermediate School District- Great Start Readiness Program

## Policy for Addressing Challenging Behaviors

### **GSRP Implementation Manual:**

Social Emotional Learning (SEL) is crucial to helping children learn to manage their feelings and to interact successfully with others. Research shows young children who struggle with behavioral and emotional problems have a fifty percent chance of continuing to struggle into adulthood. There is additional evidence that high-quality early childhood education can minimize challenging child behaviors when it focuses on child-initiated learning activities and is most effective when offered to children through a system based on positive relationships with children, families, and colleagues. The following instructional strategies have been shown to be effective in promoting positive social interactions.

- Involve children in resolving conflicts with their peers. The following conflict resolution steps are taught to the children and implemented by the adult:

1. Approach conflict calmly.
2. Acknowledge children's feelings.
3. Gather information from the children on what happened.
4. Restate the problem to the children.
5. Ask children for solutions and encourage children to choose a solution together.
6. Support children in the implementation of their solution.

- Reference a high-quality framework for teaching social emotional skills that target challenging behaviors, for example, the National Center for Pyramid Model Innovations.

- Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors and cognitive delays). Programs should reach out to the ISD for information on mental health supports for children and follow the process set by the ISD to obtain help.

### **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)
- Restrict 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

## Great Start Readiness Program Policies and Procedures for FY26

### **Seclusion and Restraint**

The use of seclusion and restraint is not allowed in GSRP Classrooms. GSRP programs must adhere to the law as described in [Michigan's Revised School Code Section 380.1307](#). If emergency restraint has been used with a child, the GSRP staff MUST have documentation and contact their ECS and Program Administrator/Director. The ECS will be responsible for sharing it with the MISD Early Childhood Contact and GSRP Coordinator.

### **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 program 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 partnerships with families
- Support through the use of the Behavior Intervention Guide Framework developed by the MISD

### **Steps for Addressing Challenging Behavior**

**GSRP students may not be sent home for exhibiting challenging behavior unless they are causing excessive harm to themselves or others. If an emergency/safety situation related to a behavior occurs, the teaching team/administrator must notify the ECS and Program Administrator/Director. A decision will be made on how to proceed, based on the situation.**

When teaching teams observe an ongoing challenging behavior and need additional support, the following steps **MUST** be followed:

1. Teaching teams must document:
  - The time/part of the day when the observable behavior is occurring
  - The frequency of the behavior (how often the behavior is occurring)
  - The triggers that might be causing the behavior
  - Any information that has been shared with the family about the behavior
  - The strategies they have been consistently implementing to address the behavior:
    - What was done to teach the child social-emotional skills?
    - What was done to teach the appropriate behavior?

## Great Start Readiness Program Policies and Procedures for FY26

- What visuals were used?
- 2. Contact the program's Early Childhood Specialist. The ECS will set up a time to visit the classroom to observe the behavior, and then meet with the teaching team and director to share their observations and discuss the next steps.
- 3. If further support is still needed after two weeks of implementing the ECS and Program Administrator/Director suggestions and ideas, consider proceeding to a Behavior Intervention Plan.

### **Behavior Intervention Plan**

If the ECS and Program Administrator/Director feel 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. It is critically important that a collaborative effort is established when working with families.

**Teaching teams/administrators cannot meet with a family to set up a Behavior Intervention Plan without the consent of the ECS, as well as the Program Administrator/Director.**

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

- Documentation of the ongoing behavior in the classroom
- Strategies and techniques that the teaching team consistently implements to support the child
- Feedback from the family
- Steps that will be agreed upon to support the child in the classroom and at home
- Resources/agencies shared with the family, 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 will be given to all parties, and one copy is placed in the child's file. **The ECS will upload a copy of the plan into the ECS Google folder.** A follow up meeting will be scheduled.

### **Resources for Teaching Teams**

- Behavior Intervention Guide Framework: Early Childhood (Macomb ISD)
- National Center for Pyramid Model Innovations (NCPMI)  
[www.challengingbehavior.org](http://www.challengingbehavior.org)
- Pyramid Model Practices, Implementation Checklist  
<https://challengingbehavior.org/docs/Pyramid-Practices-Checklist.pdf>
- National Association for the Education of Young Children (NAEYC): Guidance and Challenging Behaviors [www.naeyc.org/resources/topics/guidance-and-challenging-behaviors](http://www.naeyc.org/resources/topics/guidance-and-challenging-behaviors)

I have read the above document and I understand the Guidance on Challenging Behaviors. If I have questions regarding any information in this document, I will reach out to my Early Childhood Specialist for clarification.

## Great Start Readiness Program Policies and Procedures for FY26

### [Signature Page](#)

Program Name: \_\_\_\_\_

Director: \_\_\_\_\_ Signature: \_\_\_\_\_

Lead Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

Associate Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

Early Childhood Specialist: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Macomb Intermediate School District  
GSRP-PreK for All Guidance for Children with IEPs**

GSRP families are prioritized by FPL and follow the Macomb ISD GSRP Prioritization Process. A child with an Individualized Education Program (IEP) may be placed in a GSRP classroom in two ways:

1. **IEP Prioritization:** A child with a current IEP must be given first priority for enrollment (regardless of actual family income) if the IEP states recommended placement in a general education setting, unless the IEP Team has determined that the child's educational needs can only be met in a more restrictive, self-contained classroom setting.
2. **Blended Programming:** A child with a current IEP who is enrolled in a program such as Head Start or an ECSE classroom that is blended with GSRP. Program blending requires that the highest licensing and rule requirement of each program be met in the blended setting.

An IEP qualifies the child for GSRP regardless of income and allows the ISD to prioritize enrollment within the lowest bracket but does not guarantee placement in GSRP. GSRP is often an ideal inclusive general education placement for children with special needs. The intent of this provision in legislation is to create placement opportunities for children with IEPs within high-quality inclusive settings. As with all children, the family must complete an application for GSRP and the collaborative enrollment and prioritization processes must be followed, including referral to Head Start.

It is recommended that each GSRP classroom begins the year with only 25% of its enrolled children having IEPs, since prevalence estimates of children with disabilities are 15 percent in the general population.

- This allows space for children who become eligible for IEP services throughout the year.
- Once a classroom enrolls 40% of students with IEPs, the program should contact their assigned MISD Early Childhood Contact/Coordinator.
- At no time can an eligible child be denied enrollment- denying access due to disability is a violation of federal anti-discrimination policy.

Planning for a child to attend both part-day GSRP and part-day ECSE, is not generally supported. Transitions between programs is a critical factor as these often create a

## Great Start Readiness Program Policies and Procedures for FY26

burden for families, disrupt service delivery, and may interrupt child progress. If discussed as a possibility, there are many additional considerations such as:

- Is it in the child's best interests to participate in two programs, possibly with different facilities, staff, peers, routines, behaviors, and academic expectations?
- If the child transfers each day between programs, how are his/her lunch and rest period accomplished?
- How will the teaching team in both programs communicate the daily needs of the child? Ongoing goals and progress?
- How will programs collaborate and coordinate communication with the family?

## Policy-Student Seclusion and Restraint

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/page 1 of 12

### 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

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 2 of 12

## 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.

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 3 of 12

## 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;

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 4 of 12

## 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

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 5 of 12

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.

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 6 of 12

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,

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 7 of 12

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

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 8 of 12

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.

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 9 of 12

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

# policy

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 10 of 12

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).

# policy

BOARD OF EDUCATION

STUDENTS

MACOMB INTERMEDIATE SCHOOL DISTRICT 5630.01/Page 11 of 12

**"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

BOARD OF EDUCATION  
MACOMB INTERMEDIATE SCHOOL DISTRICT

STUDENTS  
5630.01/Page 12 of 12

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 Board of Education**

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

Michael R. DeVault, *Superintendent*  
Dr. Alesia Flye, *Chief Academic Officer*

It is the policy of the MISD that no person, on the basis of race, creed, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity for which it is responsible.