



MILEAP

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

WAYNE REGIONAL EDUCATION SERVICE AGENCY (RESA)

GREAT START READINESS PROGRAM (GSRP)

Administrative Guidelines & Procedures Manual

2024–2025 SY



33500 Van Born Road
Wayne, Michigan 48184
www.resa.net

David J. Colbert, Ph.D.
Superintendent
(734) 334-1442 • colberd@resa.net

Beth Gonzalez
Deputy Superintendent, Educational Services
(734) 334-1587 • gonzalb@resa.net

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Dear Great Start Readiness Program Partner,

Wayne RESA (Regional Education Service Agency) is delighted to partner with your organization in providing high quality early childhood education experiences to eligible children and families in Wayne County through the Great Start Readiness Program. Our collaboration is key to fostering the success of the Great Start Readiness Program (GSRP) and improved outcomes for children.

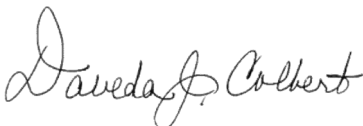
The Wayne County RESA GSRP Administrative Guidelines & Procedures Manual is designed to support your efforts in delivering exceptional programming for enrolled children and their families. It provides clear and consistent guidelines to ensure your program runs smoothly and effectively.

Programs are responsible for the content in this handbook and are encouraged to reach out to their assigned Early Childhood Consultants for clarification and or discuss any challenges you may face. Additionally, refer to this handbook and understanding of the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) implementation manual and your Wayne RESA GSRP Contract as essential resources to guide your work and decision-making process. Wayne RESA is here to support you.

Updates to this handbook will be communicated to all providers upon date of update.

We look forward to a successful partnership in providing high quality early childhood education experiences that align with Michigan's Early Childhood Standards of Quality for children in Wayne County!

Respectfully,



Daveda J. Colbert, Ph.D.
Superintendent



Beth González
Deputy Superintendent, Educational Services

THE WAYNE COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY

Board of Education • James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Superintendent • Daveda J. Colbert, Ph.D.

Wayne RESA is an equal opportunity employer.

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I. Assurances



Guiding Principle from the Implementation Manual

WRESA agrees to comply with all applicable requirements of State statutes, Federal laws, executive orders, regulations, policies, and award conditions governing the Great Start Readiness Program (GSRP).



Policy

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



Procedures

1. WRESA and all Subrecipients agree to:
 - a. Use the following in all publications and materials: *These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP).*
 - b. Comply with all Federal, Michigan laws and regulations prohibiting discrimination as mandated.
 - c. Conduct employment and program services reviews to comply with:
 - i. Americans with Disabilities Act (ADA) law.
 - ii. Title II-Personal discrimination.
 - iii. Title III- Barrier free, full and equal access.
 - d. Comply with laws and regulations for participants that prohibit discrimination based on race, color, religion, national origin or ancestry, age, sex, marital status or disability.

2. WRESA and all Subrecipients understand:

- a.** Third party contracts are prohibited for program implementation.
- b.** Expended funds must conform to the budget. Amendments require WRESA's prior approval.
- c.** WRESA is not liable for costs incurred prior to the grant award.
- d.** Fiscal and program documents must be available for auditing purposes.
- e.** Report and requirements (Michigan Student Data System (MSDS) and other required student data and attendance tracking system (i.e. MiSTAR, Power School), CISR, Funding Application Process, Budget, Final Expense Report (FER), COB, etc.) and due dates must be met.
- f.** Providers must participate in data collection efforts.

3. WRESA and all Subrecipients must cooperate with evaluation projects in ways such as:

- a.** Ensuring classrooms are available for observation.
- b.** Allowing administrators and staff to take time to complete surveys and questionnaires (by phone, online, on paper, or in-person as necessary).
- c.** Returning completed surveys and questionnaires promptly to the contractor or to any of the state's other research partners.
- d.** 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, staff development, site locations, numbers of classrooms per site, number of children served, and staffing assignments within classrooms.

- e.** Providing children's Unique Identification Code (UIC) as recorded in the MSDS to any of the state's research partners.
- f.** Participating in project informational webinars, conference calls, and in-person meetings.
- g.** Distributing parent information letters/consent forms.
- h.** Collecting and forwarding to any of the state's research partners, parent consent forms promptly and regularly.



II. Philosophy



Guiding Principle from the Implementation Manual

A provider's statement of beliefs about teaching and learning is the foundation for all administrative and provider policies. WRESA will review and approve each Subrecipient's written philosophy statement to be included in their program manual.



Policy

Subrecipients will have a WRESA approved written philosophy statement that is promoted and used to make program decisions.



Procedures

1. Subrecipients will:
 - a. Develop a written philosophy statement that is reviewed by administrators, GSRP staff and their local GSRP parent advisory committee.
 - i. The philosophy statement will include documented beliefs by which decisions are made.
 - ii. The philosophy statement will address local, social economic, cultural, and family needs.
 - iii. The philosophy statement will be aligned with the Early Childhood Standards of Quality for Birth to Kindergarten and the Key Elements of High-Quality Preschool Environments.
 - b. Widely promote the philosophy statement, such as through their website, recruitment materials, classroom newsletters, parent bulletin boards, parent handbook etc.
 - c. The philosophy statement will be used in making decisions.
 - i. It should be included in family handbook with a statement that it is a guide for decisions.

III. Communication Standards



Guiding Principle from the Implementation Manual

WRESA must establish and monitor systems to ensure that timely and accurate information is provided among the ISD, subrecipients, parents, policy groups and staff.



Policy

WRESA staff ensure timely and accurate information is provided to all stakeholders as part of the monitoring process. It is expected that provider partners follow through with a response or action as appropriate with the communication.



Procedures

1. GSRP provider partners agree to the following communication standards:
 - a. Communication with families must be carried out on a regular basis throughout the program year and carried out in the family's primary or preferred language whenever possible. Communication may include but is not limited to:
 - i. Newsletters
 - ii. Family conferences
 - iii. Home visits
 - iv. Open house events
 - v. Family Participation Group meetings and minutes
 - vi. Social media
 - vii. Digital tools (i.e., Brightwheel, Kaymbu, etc.)

- b. GSRP program partners will ensure that communication relevant for GSRP provider staff is shared promptly. This includes relevant and important information provided through:
 - i. GSRP Digest Newsletter
 - ii. Email
 - iii. Superintendents Newsletter
 - iv. Office hours
2. WRESA will provide communication to GSRP provider partners in a variety of ways that support quality provider administration
- a. Communication with local advisory groups, WRESA's Advisory Committee and the School Readiness Advisory Committee will provide the following:
 - i. Procedures and timetables for program planning
 - ii. Michigan Department of Learning Education Advancement and Potential (MiLEAP) communications and updates on policies, guidelines, and other communications
 - iii. Program and financial reports
 - iv. Program plans, policies, procedures and grant application, including financial reports
 - b. Communication with Program and Classroom consultants (ECC's and ECS's) will include:
 - i. Programmatic requirements via email
 - ii. Immediately sharing Michigan Department of Lifelong Learning, Education and Potential (MiLEAP) communications with internal and external consultants through emails.
 - 1) Protocols
 - 2) Updates
 - 3) Announcements
 - iii. Coaching newsletter
 - c. Changes and addendums to the Administrative Guidelines and Procedures manual will be communicated throughout the year. Notification will be provided through the Digest. Changes will show in RED in the updated Guidelines and Procedures Manual linked to the Early Childhood landing page on Wayne RESA's website.
 - i. GSRP subrecipients are responsible for knowing and following all policies and procedures in this manual.
 - v. Regularly scheduled meetings with program and classroom consultants (ECC's and ECS's)
 - 1) Requiring the ECS to have contact with Subrecipients twice a month minimum to conduct and review, set goals with Classroom Coach and visit classrooms to ensure quality improvement measures.
 - 2) Subrecipients on probation are required to have weekly visits.
 - v. Providing ongoing professional learning and support for providers.





IV. Fiscal Policy & Review



Guiding Principle from the Implementation Manual

WRESA will provide written fiscal policies outlining procedures, including timelines for submissions and budget amendments. Written procedures ensure that subrecipients submit accurate budgets and receive timely payments.



Policy

WRESA upholds standards set by Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) as the fiduciary agent of GSRP allocated funding.



Processes and Procedures

Subrecipients understand and agree to the following general fiscal processes including, but not limited to:

1. Subrecipients will receive written notice of their funding award and corresponding transportation allocation when applicable, following notification from MiLEAP of final allocations. This typically occurs in July.
2. GSRP provider and transportation budgets are due September 2024. WRESA will provide subrecipients with the updated yearly GSRP budget template and supporting documents such as:
 - a. Capital Outlay Request Form
 - b. GSRP Staff Responsibilities Template
 - c. GSRP Function Codes
 - d. Parent or Guardian Accompanied Public Transportation Reimbursement Form
3. Budgets will be collected and reviewed by the WRESA Business Office and the GSRP Early Childhood Program Consultant and Fiscal Compliance staff. Budgets will only be approved if expenditures are allowable, reasonable, and necessary to the provider
4. GSRP funding begins on July 1 for the school year. Providers may begin spending on July 1, but expenses may not be added to ledgers until October 1. Any expenses not approved will not be allowed for GSRP billing.
5. Providers will not be eligible to receive funding until after their contract has been submitted along with all required documents:
 - a. Classroom/site locations,
 - b. Floor plans and a valid and executed lease/rental agreement for organizations charging building costs,
 - c. GSRP staffing and support plan,

- d. SIS Credentials for WRESA staff to access provider enrollment information,
 - e. ECS and 3rd party contracts,
 - f. Revised Family Handbook
 - g. Program Operations Calendar
 - h. Confirmed HUB contact details.
6. To make amendments to a provider’s GSRP budget, the provider must make a written request to WRESA.
 - a. The request should include the reason for the amendment and the type of changes made.
 - b. Once approved, the provider budget will be unlocked, and the provider will be permitted to make changes.
 - c. When the changes are complete, the provider needs to notify WRESA so that the changes can be reviewed, and the budget can be relocked.
 - d. All changes must be approved by WRESA to be considered valid.
 7. The funding payment, for classrooms funded under the State School Aid Act will be distributed either through monthly disbursements or through reimbursement, depending on what is written in the contract.
 8. Ledgers will be reported monthly on a year-to-date basis. Completed monthly ledgers are submitted to WRESA by the 15th of the subsequent month. The provider may forfeit or have payment delayed for failure to timely provide a ledger on time, in WRESA’s sole discretion.
 9. A Final Expenditure Report (“FER”) will be submitted no later than 15 business days after September 30, 2025. For any unspent funds, a detailed FER outlining all Carryover expenses must be submitted to WRESA. Prior year Carryover funds must be spent before a provider can bill using their 2024-25SY budget.
 10. An inventory of all furniture and materials purchased with grant funds must be completed at

the beginning of the school year. As materials are purchased throughout the school year, the inventory is made current. At the end of year close out, providers will verify it is up to date and submit an end of year inventory. A current inventory of all furniture and materials purchased with grant funds must be available immediately upon request. Upon provider closure or reduction of the GSRP Classroom, WRESA will collect and redistribute all such materials.

Subrecipients understand and agree to the following general fiscal procedures including, but not limited to:

1. GSRP classroom expenses and funds are accounted, reported, and tracked separately from all other funding
 - a. Providers are required to maintain a separate bank account for all GSRP funds.
 - b. Purchases made with other funds or purchases where only a portion of GSRP funds are used must be specifically itemized by funding or prorated.
2. Transportation Services funding provided under a Transportation Service Contract is to be maintained separately.
3. For a provider to receive a provider payment from WRESA, the provider must have all the following on file:
 - a. a signed contract,
 - b. a purchase order issued following the approval of a board recommendation for payment,
 - c. an approved budget signed by a responsible party from the partner organization and from WRESA.
4. Payments are made based on the allocation for the provider minus the early childhood consulting/ specialist fee after deducting the program support fee.

5. Information must be submitted along with the providers main budget for all employees and contracts being paid with GSRP funds. This information includes:
 - a. Position,
 - b. Name of employee/contractor,
 - c. Number of hours per week for GSRP,
 - d. Number of hours per week overall,
 - e. Wages (rate or salary or fixed amount),
 - f. Benefits (all direct employees must have benefits)
 - g. Weekly schedule,
 - h. Job responsibilities
 - i. Percent of work being billed to GSRP
6. During GSRP Classroom class time, combining funding is not allowed.
 - a. For example, you are not allowed to bill for child time in a classroom to both GSRP as well as Department of Health and Human Services (“DHHS”) childcare scholarship. You may however utilize childcare subsidy when the child is not in GSRP, such as before school care or after school care.
7. Administrative and owner positions that do not include GSRP assigned/required duties are not an allowable expense.
8. Maintenance, utilities, or any other costs when included in a rental agreement or any other agreement are not permitted to be billed to GSRP.
9. GSRP Funds may not be used to pay for existing administrative, educational, or support positions funded through other sources. Only those costs that are not reimbursed or reimbursable by program funding through federal funding, that are clearly and directly attributable to the Great Start Readiness Program and that would not be incurred if the provider were not being offered are allowed to be billed toward GSRP.

10. Employees or contractors with dual roles, such as director/early childhood specialist or custodian/cook, must be broken down into the provider budget by cost. Costs should be determined by the percentage an employee or contractor works in that specific role. If a director works as both an ECS and a director, the description should specifically state the time spent in each role. Every provider utilizing dual roles will be asked to review and sign a Conflict-of-Interest Policy (Section XVI).
11. If a provider wishes to contract with an outside ECS rather than utilizing a WRESA assigned Classroom ECC, the provider must notify WRESA by January 31st of the prior school year. WRESA’s decision to approve this request will be made on a by provider basis and will be based on the provider’s performance in all provider implementation areas. The provider will be reviewed each year in February to determine if an outside ECS can continue to be used. Every provider wishing to utilize an outside ECS will be asked to review and sign a Conflict-of-Interest Policy (Section XVI).



Subrecipients understand and agree to the following fiscal procedures for deadlines and errors including but not limited to:

- 1.** If a provider is determined to have:
 - a.** Missed a required deadline for GSRP fiscal, including, but not limited to:
 - i. Ledger tracking
 - ii. Budget/Final Expenditure Report
 - iii. Allocation/Program Change Requests
 - iv. iv) Contracts
 - b.** Or a documentation error or fiscal issue identified by WRESA including, but not limited to:
 - i. Receipts/Invoices
 - ii. Payroll/Staff Information
 - iii. Proration of Costs
 - iv. iAllowability of Expenses
 - v. Budget/Final Expenditure Reports
- 2.** WRESA will notify the provider partner in writing that follow up is needed by the provider. This follow-up will provide the partner provider with:
 - a.** What action the provider partner needs to take
 - b.** The timeline for action
 - c.** The timeline for review by WRESA
 - d.** Next steps in case the corrections are not made
 - e.** Recourse the provider partner may take to resolve any disputes
- 3.** Providers who fail to make the identified correction following notification may have their GSRP payments placed on hold until the identified issues have been resolved.

Subrecipients understand and agree to the following fiscal procedures for holds and audits including but not limited to:

All providers may be audited as part of our program review process or after a fiscal review indicates a more in-depth review is needed, in cases of fiscal irregularities or concerns. Audits are conducted in person at Wayne RESA with representation from the Wayne RESA Finance department and Early Childhood Department. Providers are required to be present for the audit and provide all required documentation outline in the audit communication letter from the Wayne RESA Deputy Superintendent of Educational Services.

The WRESA hold process includes monthly reviews with Early Childhood leadership. Providers will be notified in writing by WRESA prior to a hold being implemented outlining what is required to resolve the issue including a timeline to avoid a provider hold. If a provider does not fully comply with the action steps and timeline a provider payment hold will occur. Providers will receive written notification of the provider payment hold implementation.

- 1.** Payment may be held by Wayne RESA for the following reasons:
 - a.** Failure to submit required documentation such as enrollment records,
 - b.** Student Information Systems data entry,
 - c.** Lack of students,
 - d.** Failure to meet the requirements above,
 - e.** Significant questions or potential violations of GSRP regulations, or
 - f.** Failure to meet deadlines as prescribed.
- 2.** Payment will be held in the instances above until the situation has been resolved. At that point the payment hold will be removed, and payment will be issued at the next available payment date.

3. Failure to meet fiscal deadlines set by WRESA, including completing monthly ledgers, submitting expenses and budget documents, may result in payments being held or restricted.
4. Providers with significant carryover amounts will have payments held until documentation is provided using ledgers that all carryover funds have been exhausted.
6. As part of regular operations, WRESA will conduct random and targeted fiscal reviews of partner provider's supporting documentation. Providers selected will be notified in writing and will receive a summary report upon conclusion of the review. In cases where a follow up review is necessary, subsequent reviews may be held on site at WRESA at its discretion.
7. If two on site audit attempts are unsuccessful, the third audit attempt is at WRESA with the WRESA Finance Department

Subrecipients agree to fiscal requirements including, but not limited to:

1. Providers are required to use accounting software to track expenses online in accordance with all protocols of WRESA. There are a few software options that work including QuickBooks, Bench, Xero, FreshBooks or others.
2. A payroll system such as ADP, Paycor, QuickBooks or other systems must be utilized. The following are prohibited: personal checks, cash, Google Pay, Cash App, Zelle, Venmo, PayPal, other payment application, etc.
3. Providers are required to maintain supporting documentation regarding all payments and expenses incurred operating GSRP, including invoices, receipts, bank statements, paystubs, etc.
4. Providers understand and agree by participating in GSRP that all financial and associated records must be:
 - a. Maintained for 7 years
 - b. Made available for review at the request of WRESA
5. In cases where WRESA has requested supporting documentation for fiscal reviews, such as payroll records, receipts, or bank statements, such documents must be provided to WRESA electronically. Providers must upload those documents to their receipt folder in their Google Budget folder for review. Documents emailed, printed, or provided through other means may not be accepted.

Subrecipients that receive transportation funds agree to the following:

1. Each year WRESA asks partner providers to request transportation funds from subrecipients, including community-based organizations (CBOs) seeking reimbursement for costs related to parent or guardian accompanied public transportation.
2. Transportation requests for the upcoming year must be made by August 1.
 - a. Transportation requests are reviewed and approved by August 15.
 - b. The transportation budget must be completed by September 16.
 - c. A separate transportation contract will be released August 15 and must be signed and in place not later than October 1.
 - d. Along with the budget submitted, the provider must submit documentation around any transportation service `contracts as well as vehicle records if the provider will be using a specific vehicle for transportation.
 - e. Ledgers are required to be completed by the 15th of the subsequent month.
 - f. Providers who offer transportation for GSRP must have a written policy included in their family handbook that details:

- i. What students may receive transportation
 - ii. How to register for transportation services
 - iii. All associated transportation policies
- g.** If the provider offers reimbursement to families for costs related to parent/guardian accompanied transportation (rideshare), the provider must maintain a separate policy in their family handbook outlining these services.
 - h.** Transportation payments occur through reimbursement only. Providers must submit their request for payment in WRESA's E-time system along with attached supporting ledgers.
 - i.** There is no carryover funding allowed for transportation funds. Any unexpended funds remaining at the end of the fiscal year will be forfeit.



Subrecipients that have costs that they are prorating, they agree to the following:

- 1.** If a provider has costs that are shared between multiple funding sources, whether in personnel, operations, or with buildings/assets, those costs must be split and pro-rated to ensure that no GSRP funds are spent on NON-GSRP expenses.
- 2.** Costs broken down by time:
 - a.** If a Provider Director at a preschool provider oversees both the GSRP classrooms as well as other tuition classrooms, the percentage that may be charged to GSRP is determined by the number of hours that employee works in GSRP. If the director splits their time between GSRP and

tuition 50/50 and works 40 hours per week, then the percentage of time which may be billed to GSRP is 20 hours per week. In cases where the time breakdown is not clear, providers may use a space breakdown

- b.** If a classroom is used 10 months of the year for GSRP, but for the two months that GSRP is not in session, the classroom is used by a tuition provider, then the cost for that classroom may only be charged a percentage of the total annual cost, or 80% overall.
- 3.** Costs broken down by Space:
 - a.** WRESA breaks down costs for space, such as rent, utilities, telephones, and other related costs by determining the total # of GSRP classrooms in a building divided by the total overall classrooms. For a building that has 5 GSRP classrooms and 10 total classrooms, the percentage for GSRP costs would be 50%.
 - b.** In cases where the provider only operates GSRP within a portion of a building, or where a classroom breakdown would not be helpful, providers may use a Per Square Foot breakdown at the discretion of WRESA.
 - c.** In cases where the time breakdown for an employee is not clear, employee costs may be broken down by space. This can be used for custodial, administrators, cooks, etc. To determine the proration costs, determine the total number of classrooms in a building that person is responsible for. Then determine the total number of GSRP classrooms that staff person provides support to. Divide the # of GSRP classrooms by the total classrooms to determine the cost percentage. For a director that has 4 total rooms and 1 GSRP room, the percentage for GSRP would be 25%.



Subrecipients that have start up or expansion funds agree to the following:

1. Providers starting up a new classroom or expanding their current operations by opening an additional classroom, are eligible to receive up to \$50,000 for each classroom:
2. Funds are restricted to only those expenses that support the start up or operation of the new classroom as outlined in the GSRP Implementation Manual.
3. Classrooms may not receive start-up/expansion funds more than once.
4. Funding awarded to the provider will be paid upon the receipt and approval of a start-up/expansion budget.
 - a. Providers who wish to receive start-up/expansion funding prior to signing their contract may sign a Memorandum of Understanding (MOU) outlining the agreement by which the funds may be used.
5. Providers may begin spending on July 1, but expenses may not be added to ledgers until after the budget has been approved. Any expenses not approved will not be allowed for GSRP billing.

6. Providers that receive start-up/expansion funds must successfully enroll GSRP children by the close of the Early Childhood Spring Collection reporting window or they will have remaining start-up/expansion funds recaptured.
7. Providers wishing to spend start-up/expansion funds on Capital Outlay must follow the standard Capital Outlay process.
8. Start-up/expansion budgets will be released to providers August 1 and are due to WRESA not later than September 16.
9. Final Expenditure Reports for start-up/expansion are to be completed and approved in the provider's budget by December 31. Providers needing an extension must make a written request to WRESA prior to the deadline.
10. There is NO carryover for start-up/expansion funds. Unspent funds upon submission of the Final Expenditure will be recaptured and returned to the State of Michigan.

Subrecipients that have costs for site improvements using GSRP funding that exceeds \$5,000 agree to the following the process for Capital Outlay (CO) requests:

1. Providers identify potential Capital Outlay projects at the beginning of the school year.
2. Providers must list CO projects in their budget as "purchased services" until the CO has gone through the approval process. Providers that remain unapproved will be submitted in the PIP as "purchased services" allocations.
3. Once the provider has completed the CO request form and gone through the approval process, documentation of CO will be added to their budget folder.
4. All CO projects must have paid receipts attached to their budget folder.

5. Capital Outlay process:

- a. Providers requesting to use funds in excess of \$5,000 for equipment or building purchase and renovation costs must receive Wayne RESA approval.
- b. These items, prior to being approved, should be considered “purchased services” in any budget.
- c. Only approved Capital Outlay items may be placed in the Capital Outlay budget line.
- d. Purchases under \$5,000 are not Capital Outlay.
- e. Providers requesting to make a Capital Outlay purchase must complete the Capital Outlay form and submit it for approval to their P-ECC.
- f. In addition to completing and submitting the Capital Outlay form to be approved by the P-ECC:
 - i. Providers requesting to use between \$5,000-\$10,000:
 - 1) Once approved by the P-ECC, the form should be provided to WRESA GSRP Fiscal Department along with documentation of 3 quotes.
 - 2) An RFP process does not need to be completed.
 - ii. Providers requesting to use between \$10,000-\$20,000:
 - 1) Must be approved by both the P-ECC and the Executive Director of Early Childhood Services for WRESA.
 - 2) A formal RFP process does not need to be completed, but the provider should provide at least 3 quotes.
 - iii. Providers requesting to use between \$20,000-\$29,571:
 - 1) Must be approved by both the P-ECC and the Executive Director of Early Childhood Services for WRESA.
 - 2) Additionally, the form and documentation must be submitted to the Michigan Department of Learning, Education, Advancement and Potential (MiLEAP) for approval.

iv. Providers requesting to use \$29,572 or more:

- 1) Must be approved by the P-ECC, the Executive Director of Early Childhood Services for WRESA and Michigan Department of Learning, Education, Advancement and Potential (MiLEAP).
- 2) The project must also go through an RFP bidding process.
- 3) (Once the project has been completed, receipts and other documentation should be placed in the provider’s budget folder in Google Drive.



Subrecipients who intend to close or intend not to continue with GSRP for the next school year will:

- 1. Providers who do intend to close or do not intend to continue with GSRP for the next school year will automatically have their payments placed on hold until a Final Expenditure Report is completed and approved.
 - a. For providers not continuing, the payment held would be the August payment.
 - b. For providers closing, the hold would be immediately following written notification of the closure to WRESA.

V. Recruitment/ Enrollment



Guiding Principle from the Implementation Manual

WRESA staff and Subrecipients will collaborate to achieve full enrollment in Wayne County ensuring the maximum number of eligible children receive high quality preschool programming.



Policy

Children will be enrolled into GSRP providers in accordance with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) Implementation Manual, Recruitment and Enrollment Section.



Procedures

Recruitment

1. Recruitment and enrollment of children in the Great Start Readiness Program (GSRP) is ongoing. Children may be enrolled when openings occur throughout the school year.
2. Subrecipients may collect application information from interested families for the next program year during the spring. Out-of-county families will be welcomed into Wayne County GSRP providers and Wayne County children can attend GSRP providers in other counties as well. Reporting on students will follow MDE prescribed agreement instructions.

Enrollment

1. All Subrecipients in Wayne County collect child applications and enroll eligible families based on GSRP guidelines. WRESA provides subrecipients with professional learning sessions and resource documents to support alignment with Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) and WRESA guidelines. These include:



- a. WRESA Enrollment, Recruitment and Eligibility Training sessions
 - b. Income Eligibility Guidelines with Quintiles
 - c. Web-based Income Calculator
 - d. Age Eligibility Guidance
 - e. Head Start Referral process
2. While applications can be accepted, children may not be enrolled before July 1 and the Governor signs the State Aid bill for the grant year beginning in September of that year.
 3. GSRP Subrecipients prioritize applications using the income eligibility guidelines first then using additional eligibility factors within each quintile to ensure that they are enrolling children with the highest need first.
 4. Subrecipients are required to reserve at least one seat per classroom for admittance after the start date in September for late enrolling families, particularly those that fall at 100% or lower Federal Poverty Level and those that have a qualifying IEP. If these slots have not been filled by the third week of school, Subrecipients can enroll children from their waitlist.
 5. Subrecipients are expected to reach full enrollment no later than November 1st
 6. Subrecipients will continue to enroll eligible students as vacancies occur, even after the end of the count reporting period.
 7. For the 2024-25SY Community Based Organizations (CBO's) will utilize MiECC for enrollment.

Head Start Referrals/Release Procedure

1. WRESA allows all subrecipients to collect applications and enroll eligible families. Children determined eligible for Head Start will be referred to the local Head Start entity, using the WRESA Head Start Referral/Release form and process. If a family's household income is 0-100% of the Federal poverty guidelines, the family is eligible for Head Start. WRESA will sign a Memorandum of Understanding ("MOU") with each of our Head Start Partners and store the MOUs in-house.
2. Any family who is Head Start income eligible will be informed of their eligibility, of general services offered by Head Start, the referral process, and given Head Start location information by the enrolling GSRP program.
3. The GSRP Provider will maintain documentation that the family has been notified of their Head Start eligibility via the GSRP application.
4. Once the family has acknowledged on the GSRP application that they are Head Start eligible and has received information about Head Start, GSRP has met their obligation. The family will decide whether to follow-up with a Head Start provider or choose to enroll in the GSRP provider if he/she meets the appropriate eligibility factors and age-eligibility.

Waitlist

1. Subrecipients are required to maintain a waiting list of eligible families by quintiles in order to fill vacancies that may become available.
2. Children on the waiting list must be included in the provider's student information system.
3. Subrecipients are required to refer eligible children on the waitlist to **1 (313) 410-4588** or [FindPREK.org](https://www.findprek.org).

Income Eligibility

1. Income verification documentation as outlined in the GSRP Implementation Manual and WRESA's enrollment procedures must be followed to ensure income eligible children are enrolled.
2. Income will be used to select and prioritize children into the provider.
3. Families are prioritized by income and within income levels, prioritized by additional eligibility factors. The income prioritization are as follows:
 - a. 0-100% Federal Poverty Level (FPL)
 - b. 101–400% Federal Poverty Level (FPL)
 - c. 401% and above are considered over income
4. Priority is determined by the family's income and number of eligibility factors.





Age Eligibility

1. GSRP was designed to provide high-quality preschool to children at risk for low educational attainment in the school year prior to kindergarten. This means children must turn 4 years of age on or before September 1st. However, a provision exists that allows children turning 4 years old after September 1st but on or before December 1st to be enrolled in the provider. These children cannot be enrolled until after September 2nd if space permits but priority should be given to children that turn 4 on or before September 1st.
2. An assumption is made that parents opting to enroll their children in GSRP early, expect to also use the provision for early entry into kindergarten the following fall. If there is a change to the plan to enroll in kindergarten early, a second year of GSRP is permissible. This requires that the parent applies for a second year of GSRP, and, if still eligible, the child may be accepted based on WRESA's prioritization process and available space.

Sensitive Interviewing

1. Per GSRP Implementation Manual (IM), giving parents the GSRP application and eligibility factors to fill out on their own is not allowed; many topics are confidential and can be uncomfortable to address. Parents should be assured that confidentiality is strictly maintained and that the provider carefully protects personal information. In-person interviewing helps to build a strong relational foundation for helpful and appropriate services for children and families.

Additional Notes

1. The Provider shall comply with all federal, state and local laws, regulations and official guidance.
2. Subrecipients receive training each year on GSRP recruitment and enrollment requirements to support referrals of families to Head Start and GSRP sites. Training is announced via Advisory Meetings, WRESA Professional Development catalog, Learning Stream registrations blasts, and emails through the GSRP networks and Early Childhood Digest.

VI. Program Implementation



Guiding Principle from the Implementation Manual

WRESA will ensure that subrecipients implement their GSRP Provider with fidelity to the statewide model.



Policy

Wayne County GSRP Programs will follow guidelines provided by the State, in accordance with WRESA Policies and Procedures.



Procedures

Subrecipients agree to implement GSRP provider requirements including, but not limited to:

1. Whether the provider is offering 4 days a week or 5 days a week programming, the Subrecipient will submit a calendar along with their signed Services Contract.
2. The calendar shall be for the full school year, i.e., July 1 through June 30 to include the following criteria:
 - a. First day of class in September and last day of class in June.
 - b. Child Assessment marking periods.
 - c. Minimum of 120 calendar days of in-class GSRP Classroom, pursuant to a 4-day model OR minimum of 180 days of in-class GSRP Classroom, pursuant to a 5-day model.
 - d. Tentative professional learning for teaching staff.
 - e. Home visit and parent conference dates.
 - f. Field trips and family events.
- g. Family participation group & data meeting dates.
- h. Site closure dates known in advance, such as winter and spring breaks, etc.
 - i. NOTE: GSRP providers operating an extended day program may schedule:
 - ii. Up to six instructional days that may be forgiven for inclement weather cancellations.
 - iii. Up to eight days may be scheduled and counted as instructional days for family engagement, including home visits or family-teacher conferences.
 - iv. Up to 5 professional learning and/or coaching days of five or more hours may also be scheduled and counted as instructional days.
 - v. Providers should only make use of these options to the extent necessary to accomplish the GSRP requirements.
3. GSRP providers operating the extended day program option may consider the use of “specials” to facilitate teaching team planning time, ongoing child assessment, collaboration with other service providers, coaching and family engagement. During specials, children engage in developmentally appropriate activities such as art, music, literacy, and physical education that may be offered by the local school district or community partnership such as a yoga instructor, local librarian or music instructor.
 - a. Specials programs should work collaboratively with GSRP teachers.
 - b. Specials programs should understand and be guided by the [Early Childhood Standards of Quality for Birth to Kindergarten](#) (ECSQ).
 - c. Providers should ensure they follow childcare licensing requirements around fingerprinting, health and safety training requirements and the use of approved space with consideration given to bringing specials providers into the classroom or provider instead of taking children to another space for that time.

- d. If choosing to allow periods of release time for one member of the teaching team during this part of the day, the specials programs will need to complete all licensing requirements to be considered in ratio. If the specials program does not meet all licensing requirements to be considered in ratio, then the teaching team members need to be in the room with the children during the programming provided by the special's program.
4. If a provider decides to offer field trips, they must be age appropriate as well as of an educational nature. They should be coordinated by staff and parents in relation to classroom activities. Field trips are a school activity and will be counted as the class time for that day. The provider will pay for the children in the program.
 - a. Field trips must be approved prior to sharing the information with the family by the assigned WRESA consultant.
 5. The Subrecipient will ensure that MiRegistry profiles are updated with current staffing information for reporting purposes.
 6. The Subrecipient shall adhere to USDA guidelines and will participate in a federally funded food reimbursement program (i.e., Child and Adult Care Food Program (CACFP), National School Lunch Program (NSLP), Summer Food Service Program (SFSP)) as outlined in the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) GSRP Implementation Manual, unless restricted from doing so. In addition, Subrecipients must adhere to the family style model of meal service, unless prohibited for health and safety reasons.
 7. The Subrecipient will make available to GSRP families a list of community referrals for resources to children's and families' needs including physical, mental, and dental health resources, developmental screening services, and referral services to community social services agencies.
 8. The Subrecipient shall ensure that all classrooms in its GSRP shall utilize developmentally appropriate practices according to the National Association for the Education of Young Children, Michigan Early Childhood Standards of Quality Birth to Kindergarten and their chosen curriculum. Use of these tools supports:
 - a. The growth and development of children
 - b. The expectations, instructional strategies, and learning environments for teachers in the classroom
 9. The Subrecipient will offer anti-bias activities inclusive in nature and nondiscriminatory.
 10. Holiday parties and end of year graduation ceremonies are not components of Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) approved curriculums; therefore, these events are prohibited in GSRP Classrooms.
 11. WRESA and Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) also prohibit supplemental curriculums (Handwriting without Tears, Zoo Phonics, Phonics Soup, etc.) without prior written approval by WRESA.
 12. The Subrecipient will not use or distribute worksheets, workbooks, or copied pages. These are not allowable at any time in a GSRP Classroom and cannot be sent home in homework packets.
 13. The Subrecipient will maintain the following documentation for administrative review upon WRESA's request:
 - a. Protocols for hiring teaching, administrative and support staff.
 - b. Staff evaluations with evidence of follow-up support.
 - c. An annual Professional Development Plan (PDP) for classroom staff training.



VII. Program Evaluation



Guiding Principle from the Implementation Manual

The program evaluation plan reflects a discriminating use of data. Data markers include child-based data, classroom-based data, staff surveys and markers of family well-being.



Policy

Multiple sources of data from a variety of perspectives will be used to systematically and continuously evaluate and improve outcomes at the classroom and program level. WRESA participates in a County wide evaluation of community and program needs to set annual goals for program improvement and growth.



Procedures

WRESA will be responsible for the following:

1. Ensuring the use of a curriculum and assessment tool approved by WRESA.
2. Using the Classroom Coach annually to assess local classroom structure, processes, and outcomes to document effectiveness, entering online to record the end of year results within the dates established annually by the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP).
3. Working with teachers and program administrators to develop professional learning plans.
4. Supporting Subrecipients with data analysis meetings 3 times a year. Program quality and child assessment data will be looked at countywide.
5. WRESA Subrecipients shall be responsible for the following:

14. The Subrecipient will maintain unrestricted access to GSRP Classrooms for WRESA and Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) staff visits; such visits will be scheduled and unannounced. Refusal to allow access may result in immediate corrective action.
15. The Subrecipient will ensure the required number of qualified staff in each classroom shall be based upon the number of children enrolled.
16. Per GSRP Implementation Manual adult-child ratios (1:10) will be maintained with consistent adults. A consistent third adult should be available for any classroom where 17 or more children are enrolled during key times of the daily routine to support staff planning, assessment, family engagement, and meeting with coaches. Class size must be capped at 20 children. Lead and Associate teachers must remain in the GSRP classroom regardless of daily attendance. Providers requesting to move to 1:10 ratio must submit a staffing plan to show the above criteria are in place.
17. WRESA staff will identify any licensing violations which must be corrected within 24 hours. If not corrected, WRESA will report these violations to Michigan's Department of Licensing and Regulatory Affairs (LARA), as required by law.

- a. Notifying 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.
 - b. Maintaining confidentiality regarding student and family information.
 - c. Completing the Ages & Stages Questionnaire on all children enrolled in the program.
 - d. Implementing a Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) approved curriculum and child assessment
 - e. Producing and analyzing child outcome data to guide family/teacher decisions about child interventions, lesson planning, classroom decisions, and program-wide improvement.
 - f. Meet with their Program and Classroom ECC or Early Childhood Specialist, along with the program administrator and teaching staff, upon completion of the End of Year (EOY) Classroom Coach to write a continuous improvement plan to include classroom and program goals.
 - g. Ensure collaborative partnership between the Classroom ECC or ECS and the GSRP provider staff to develop a program-wide professional learning plan.
 - h. Track children served in GSRP through a Student Information System, i.e. MISTAR, PowerSchool.
6. 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 3 times within the program year to review program and child assessment outcome data.
- a. During the end of year meeting, the team will:
 - i. Identify the current level of performance across relevant indicators, evident strengths, and extraordinary accommodations for children/families (e.g., attendance rates, program settings and/or options, language groups, child family or community risk factors).
 - ii. Establish professional learning goals using data.
 - iii. Address classroom quality, and child outcomes through measurable goals and objectives.
 - iv. Revise policies and procedures, as needed.
 - v. Inventory available program resources (time, money, personnel, technology, curriculum resources, training, etc.



VIII. Monitoring Guidance



Guiding Principle from the Implementation Manual

WRESA has the responsibility to monitor program quality to ensure that all Subrecipients comply with all program requirements as stated in the GSRP Implementation Manual.

WRESA utilizes philosophies from **MICIP** at State of Michigan

1. Focus on Responsiveness vs. Correction
2. Ensure Access to Meaningful Participation
3. Focus on meeting Outcomes vs. Compliance
4. Establish a process that flows NEEDS-PLANS-FUNDS and not FUNDS-PLANS-NEEDS
5. Recognize that IMPACT = Fidelity, Capacity, Scale

Subrecipients are identified as one of the following types of subrecipient:

1. Probationary Provider-any GSRP subrecipient in their first three years of operation is considered a probationary provider
 - a. It is the sole discretion of WRESA if after year three, the subrecipient moves to Program in Good Standing or remains as a Probationary Provider for their fourth year of operation
 - b. Providers in Good Standing or in Providers on a Corrective Action Plan (CAP) may be moved to being a Probationary Provider at any point during the contract year
2. Provider in Good Standing-A GSRP subrecipient in Good Standing has successfully maintained all

GSRP provider implementation requirements, GSRP implementation guidelines and licensing regulations for the previous contract year.

3. Provider on a Corrective Action Plan (CAP)-A Provider who has compliance or other program implementation issues and must complete a Corrective Action Plan (CAP).
 - a. Providers may be required to complete a CAP based on identified violations from the previous contract year and/or during the year if warranted.
 - i. If it is determined that a provider will be placed on a Corrective Action Plan (CAP), WRESA staff will utilize the Corrective Action Plan form which will include information on the key area(s) that the provider needs improvement in, defined specific steps that the provider will take, measurable outcomes and deadlines as well as repercussions if the provider fails to follow through on the agreed upon steps.
 - ii. The program administrator will be responsible for signing it and will work with WRESA team members to ensure progress is made.
 - iii. Failure to complete the agreed upon steps or meet the outcomes by the deadline could result in program or fiscal implications



Procedures

All GSRP Subrecipients will be monitored throughout the program year in various ways. WRESA will work with the provider to evaluate and provide support toward program continuous improvement and overall growth in quality.



their assigned ECC. Providers may also be required to participate in additional in service trainings and contract review meetings.

4. Providers overall quality level as determined by program data and the assessment rubrics will inform program options and implementation including program expansion and the operation of GSRP.



Procedure for Ongoing Monitoring Process:

1. Providers will work with WRESA throughout the program year to establish and implement ongoing program monitoring by both subrecipient and grantee staff.
2. Multiple sources of data will be used to evaluate and improve the outcomes at the classroom and program level systematically and continuously. Areas that will be monitored regularly include:
 - a. Fiscal activities
 - b. Department of Human Services licensing, including report of violations
 - c. Participation in Michigan's Great Start to Quality system
 - d. Family engagement
 - e. Human resources (staff hiring, compliance plans, supervision, staff credentials)
 - f. Professional learning for teaching teams, including formal training in the curriculum and child assessment tools in use
 - g. Participation in the National School Nutrition Program and/or the Child and Adult Care Food Program, as applicable
 - h. Child enrollment
 - i. Classroom Coach, domains 1, 2, 3



Procedure for Overall Monitoring Process:

1. Initial process starts with the self-evaluation rubric for returning partners or assessment rubric for new partners as a baseline for establishing necessary supports and overall quality.
2. Complete a program support plan based on assessment
3. WRESA will work with program partners to identify and establish necessary program supports to improve service provision and child outcomes. Providers needing enhanced supports including new providers, will complete a Program Support Plan with

- j.** Written policies, including:
 - i.** Family handbook
 - 1) Program overview including a philosophy statement, curriculum, developmental screening, and child assessment information
 - 2) Parent involvement information
 - 3) Child recruitment plan that includes procedures for selection and placement
 - 4) Referral policy to meet child and family needs, including follow-up procedures
 - 5) Confidentiality policy
 - 6) School calendar (minimum number of weeks/days in session/hours per day)
 - 7) Attendance policy
 - 8) Exclusion policy must be written to describe short term injury or contagious illness that endangers the health and/or safety of children or others
 - 9) Children must not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions;
 - 10) Weather policy
 - 11) Rest time policy
 - 12) Medication policy
 - 13) Health policies and practices on physical activity and nutrition for children
 - 14) Accident and emergency policies
 - 15) Child discipline/conflict resolution policy
 - 16) Policy for reporting child abuse/neglect
 - 17) Grievance policy that clearly describes the steps to be taken when a parent has a grievance
 - 18) Parent notice of program evaluation.
- 3.** The hiring of qualified staff will be monitored regularly.
 - a.** Wayne RESA must approve any lead or associate teacher prior to hiring for a GSRP classroom.

Directors will need to send a copy of their transcripts to their PECC and CECC to be reviewed, both Lead and Associate teachers must meet the requirements stated in the GSRP Implementation Manual to be approved.
 - b.** If a program is unable to hire a qualified candidate for either a Lead or Associate Teacher position following extensive staff recruitment efforts, the most qualified candidate may be hired with a written Professional Educator Preparation Plan (PEPP).
 - c.** The PEPP must be developed through collaboration with the staff member, the hiring program, and WRESA Early Childhood Consultants. It must include:
 - i.** The staff member's current status on a path toward qualifications;
 - ii.** Clear steps and a timeline for achieving full qualification for the position within 3 years
 - iii.** Availability of financial support via T.E.A.C.H, Michigan Reconnect, MI Future Educator Fellowship or other scholarships or employer benefits
 - iv.** A plan for release time for the staff member, as needed;
 - v.** The responsibilities of the staff member, the hiring program and the ISD;
 - vi.** Signatures of the staff member, the hiring program, WRESA Early Childhood Contact and the WRESA Early Childhood Contact
 - d.** Individuals hired on a PEPP must achieve full qualifications for the position within 3 years. It is the responsibility of the employee's supervisor to support the staff member the length of the PEPP, updating the PEPP at least annually. Support may include connecting the staff member with an institution of higher education, academic advisor, encouraging the staff member through coursework, discussing new learning and reinforcing practice of new strategies.
 - e.** PEPPs for staff who are not fully credentialed are kept on file at WRESA

4. All children's records should be available during the monitoring visit. The number of child records to be reviewed will be determined during the site visit and will be a random sampling. Child records must be compiled in the following order:
 - a. Age documentation (birth certificate or other proof of age eligibility)
 - b. Verification of income eligibility
 - c. Documentation of eligibility factors
 - d. Health and immunization records
 - e. Family information (parent name, address, phone number)
 - f. Evidence of developmental screening
 - g. Assessment of child's progress in the program
 - h. Documentation of date and content of home visits and parent/teacher conferences
5. A written report will be shared with each provider. A follow-up meeting will be scheduled as needed. If areas of improvement are found, WRESA will work with the Subrecipient to develop a Corrective Action Plan. The plan will include areas for improvement and action steps that will be taken and a specific timeline for completion. Templates will be used to document the monitoring process (including dates, monitoring timelines and documentation).
6. The Subrecipient will ensure all GSRP Classroom children are screened using Ages and Stages Questionnaire (Form "ASQ-3") at the start of the school year. Results will be shared with families and appropriate referrals will be recommended. Children that score low in one or more areas of development should be rescreened in the Spring.



Procedure for Classroom Coach Assessment

1. Classroom Coach assesses the quality of preschool classrooms and is compatible with all curricula. Classroom Coach includes observation and check list sections.
2. Classroom Coach assesses the following dimensions:
 - a. Domain 1: Learning Environment
 - b. Domain 2: Teaching and Learning Routines and Adult-Child Interactions
 - c. Domain 3: Curriculum, Planning, Assessment, and Parent Engagement
3. WRESA will be responsible for the following:
 - a. WRESA will assign a Classroom ECC or ECS to complete the Classroom Coach assessment.
 - b. WRESA Classroom ECC or ECS will complete the Classroom Coach assessment for new subrecipients as a baseline. All other classrooms will have a Classroom Coach completed based on 3-year divisions
 - c. WRESA Classroom ECC and/or ECS will enter an online Classroom Coach system as directed.
 - i. Only a Reliable Assessor/Certified Observer completes the observations, interviews and scoring of the program evaluation tools(s). The Reliable Assessor/Certified Observer participates in the recertification process to maintain status as a Reliable Assessor/ Certified Observer.
 - d. WRESA will provide feedback and support. WRESA will share resources and provide professional development to support subrecipients.
4. WRESA Subrecipients will be responsible for the following:
 - a. WRESA Subrecipients will work with the assigned Classroom ECC or ECS to schedule a time to complete each assigned Classroom Coach assessment.



- i. When completing the Classroom Coach, it is imperative that the observation takes place for the length of time required to observe all classroom daily activities minimally once, i.e., outdoor time, a meal, small group, etc. The Classroom ECC or ECS must ensure that prior to leaving on the day of observation, sufficient evidence has been gathered to complete all sections.
- b. WRESA subrecipients will review the findings of the Classroom Coach assessment with the teaching team and Classroom ECC/ECS to set goals and develop a continuous improvement plan.



Procedure for MiRegistry Staff Information Report

1. The MiRegistry Staff Information Report is a tool within the MiRegistry system that provides organizations with a snapshot of their employees' professional development. It includes details such as hours of work experience, training hours, and Career Pathway levels.

2. WRESA will be responsible for the following:
 - a. WRESA will communicate necessary deliverables and associated timelines for the Michigan Registry Staff Information Report.
 - b. WRESA will coordinate Michigan Registry support as needed for WRESA subrecipients.
3. WRESA Subrecipients shall be responsible for the following:
 - a. WRESA Subrecipients will require that all Lead Teachers and Associate Teachers create a Michigan Registry account and complete the entire individual profile.
 - b. WRESA Subrecipients will require that all Lead Teachers and Associate Teachers include salary requirements.
 - c. WRESA Subrecipients must create a Michigan Registry organizational profile.
 - i. Ensure the following are complete and correct:
 - 1) Program information tab.
 - a) Each Lead and Associate Teacher must be assigned to a GSRP classroom.
 - b) Use correct naming convention: License number + Lead Teacher last name.
 - c) Classroom type must include either GSRP or GSRP/Head Start blend.
 - 2) Employees tab.
 - a) Each Lead and Associate Teacher must be enabled for GSRP.
 - d. WRESA subrecipients are responsible for managing invites and verifying staff's employment status.
 - e. Subrecipient Michigan Registry resources: miregistry.org/resources/



Procedure for Recordkeeping

WRESA and each subrecipient maintain administrative files and grant records for seven years to ensure compliance with the Michigan Department of Education's GSRP Implementation Manual.

Procedures:

1. WRESA will adhere to the following procedures:
 - a. All Subrecipients' contracts are housed and maintained at WRESA.
 - b. All program documentation such as Classroom Coach data, is housed and maintained by the Classroom ECC or ECS. Copies of the Classroom Coach and other notes are kept electronically.
 - c. All financial grant reports/applications are housed and maintained at WRESA.
 - d. ISD-wide data will be kept at the WRESA when reasonable and appropriate.
 - e. Personnel records for any GSRP staff employed by WRESA will be housed in Human Resources (HR).
 - f. Annual invitation to recruit community partners to serve as subrecipients, including applications and procedures will be housed at the WRESA.
 - g. Compliance plans will be available in subrecipient electronic folders.
2. Subrecipients will adhere to the following procedures:
 - a. All children's files are locked, housed, and maintained by the subrecipients.
 - b. Copies of the Classroom Coach, goals and required classroom documentation will be housed at the Subrecipient level.
 - c. Sign-in sheets and agendas for the Family Participation Group meetings will be kept at the Subrecipient level.
 - d. Submit the MSDS collections 3 times per year.
 - e. Establish and maintain full enrollment required by November 1st.
3. All Subrecipients will keep the following administrative records on file and available for monitoring by WRESA and Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) for seven years:

- a. Family engagement records, including evidence of family participation in decision-making activities, such as rosters of local advisory committee members, agendas, meeting minutes, and records of family group meetings and family activities.
- b. Financial documents, i.e., budgets, final expenditure reports and carryover reports and any other financial documents that support GSRP spending;
- c. Source documentation (invoices, receipts, etc.) for GSRP expenditures
- d. Employee contracts/agreements and rationale for proration amounts for subrecipient employees paid with GSRP funds
- e. Supplementary childcare records including
 - i. Program evaluation:
 - 1) Program evaluation tool reports,
 - 2) Program profiles of child outcome data,
 - 3) Program Corrective Action Plans (CAP), and
 - 4) Records of accreditation plans, if applicable;
 - f. Documentation of license/approval by the Michigan Department of Licensing and Regulatory Affairs (LARA), Child Care Licensing Division including correspondence on compliance and any special investigations.
 - g. Personnel records for the director, lead teacher(s), associate teacher(s), and others.
 - i. Staff credentials.
 - ii. Professional learning logs including in-service training, conferences, workshops, and classes (should be included in MiRegistry).



IX. Professional Learning Opportunities



Guiding Principle from the Implementation Manual

To strengthen the utilization of best practices among subrecipients and other community stakeholders to improve the quality of learning opportunities for young children, data-driven professional learning planning for early childhood is planned and conducted.



Policy

WRESA staff collaboratively plans opportunities for GSRP staff to strengthen their knowledge and skillset of Early Childhood Education developmentally appropriate practices through meaningful professional learning sessions.



Procedures

1. Staff will be provided with training in the developmental screener, curriculum, and the child assessment tool. It is the Subrecipients responsibility to maintain accurate and up to date records through MiRegistry concerning professional learning.
2. Child outcome data will be analyzed at both the WRESA as well as the Subrecipient level multiple times annually. The results of the data analysis will be used to plan for meaningful professional learning opportunities. Professional learning necessary to effectively prepare, understand and objectively discuss data will be provided by WRESA.
3. WRESA, in coordination with the subrecipient, will review classroom quality data as well as program classroom improvement efforts to plan additional meaningful professional learning opportunities.
4. WRESA will authorize meaningful professional learning, based on county-wide data, for teaching teams which could be facilitated by WRESA, the Subrecipient or other high quality professional organization.
5. All GSRP staff will be responsible for maintaining accurate and up to date professional learning information through MiRegistry.
6. WRESA will facilitate or recommend professional learning for the Program and Classroom ECC's/ECS's.
7. Professional learning opportunities are available in person, remote (Zoom) or hybrid. Participants register for all sessions through Learning Stream. Attendance is entered into Michigan Registry (MiRegistry).
8. SCECH's are not offered at all professional learning provided by WRESA. Participants should verify this prior to registering.

X. Program Closure Procedures



Guiding Principle from the Implementation Manual

Closure procedures guide the ISD when a former Subrecipient declines to participate in GSRP and in the event a subrecipient contract is terminated.



Policy

In the event a Subrecipient declines to participate in GSRP or if a Subrecipient contract is terminated the following procedures will need to be completed to ensure compliance with the grant.



Procedures

1. If the Subrecipient declines to participate in GSRP, written notification must be made to WRESA following timelines in their contract.
2. If WRESA terminates a Subrecipient GSRP contract, written notification must be made to Subrecipient following timelines in the contract.
3. Upon notification of termination, an updated inventory must be provided by the Subrecipient to WRESA.
 - a. All equipment and supplies remaining must be returned to WRESA to be used in another GSRP.
4. If termination occurs during the school year:
 - a. WRESA will lead transitioning activities with the goal of preventing a break in service to children and minimizing distress.
 - b. A prorated amount will be paid for the slots allocated in the WRESA/Subrecipient agreement.

Upon closure of a program:

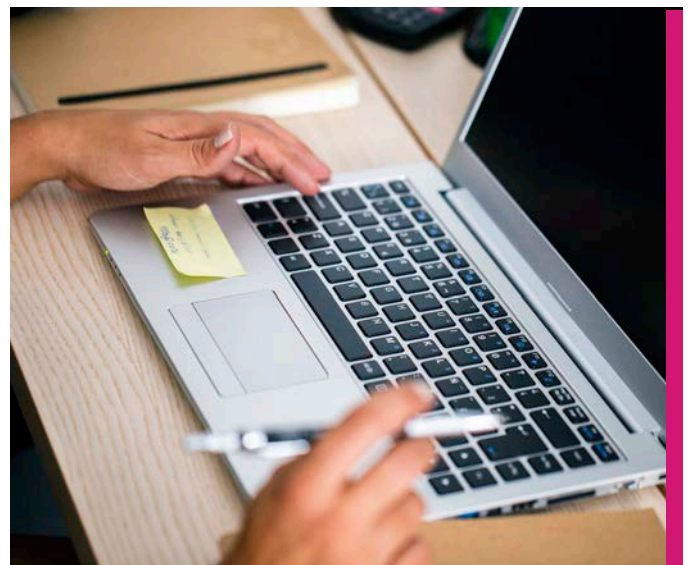
1. The subrecipient's administrator of GSRP will work with the WRESA staff and the GSRP Financial Consultant to complete final invoice and payment process including Final Expense Reports (FER).
2. The children's files will be transferred to WRESA for secure storage.
3. The Subrecipient will transfer all administrative files to the WRESA prior to closure.
4. All remaining reports covering the period of time for which the Subrecipient participated must be completed by the Subrecipient prior to issuing final payments.
5. Subrecipient will remove all GSRP signage and marketing materials.

Note:

Both #3 and #4 of the second section will be collected only when the Subrecipient will no longer be available for the next seven (7) years. Whenever possible, the local provider will retain files for future GSRP MDE related audits.

Responsible Parties:

The process will be overseen by the Program ECC's and Program Administration and Fiscal Consultants with support from the Finance Department



XI. Family Participation Group



Guiding Principle from the Implementation Manual

GSRP requires opportunities be provided for families to participate and engage with providers serving their children in multiple ways.



Policy

WRESA ensures all Subrecipients have a Family Participation Group; active, engaged and informed in the GSRP decisions of their children's provider.



Procedures

Active and continuous parent/family engagement in the educational experiences of their children is crucial to facilitating the best possible child outcomes. Keeping in mind that those most in need of quality public education may feel less well-served by the system, Subrecipients will champion parents/families as active decision makers in GSRP. Subrecipients must provide opportunities for active and continuous participation of families of enrolled children through the implementation of a family participation group.

Subrecipients shall be responsible for the following:

1. Creating a local GSRP family participation group with a focus on local considerations including enrollment, recruitment, Classroom Coach, child outcome data, and transitioning.
2. Holding at least three meetings annually to discuss data and child outcomes.
3. Ensuring all families are invited, there is a minimum 10% parent attendance for every 18 children enrolled, with overall a minimum of two families in attendance.



4. Recruiting from their local committee to participate in the Wayne County School Readiness Advisory Committee, Great Start Collaborative and Parent Coalition.
5. Share community events and services with families.
6. Keeping minutes, attendance, sign in sheets and handouts for all meetings.

Purpose:

1. Engage families on a high-level.
2. Opportunities allow for engagement of families, open communication, family advocacy, and integration of family input/voice.
3. Family voice/input is taken back to the ISD level advisory and shared out.

Each meeting focuses on local considerations, such as:

1. Transition into and out GSRP.
2. Recruitment/enrollment.
3. Classroom Coach assessment results.
4. Child outcome data.
5. Family learning opportunities.

Leadership:

1. Supported by the ECS, ECC, and/or administrator.
2. Facilitated by a person with experience and skills to effectively execute this program requirement (ECS, director, teacher).

Who/Members:

May be made up of, but not limited to the following:

1. ECS/ECC
2. School or program level administrators
3. Classroom
4. GSRP staff
5. Family members

Frequency:

Shall convene or seek family input about the child/family experience in the classroom through meetings, events, surveys, etc. a minimum of three times per program year.

1. For meetings, a minimum of one family member per classroom is ideal, with at least a minimum of two families in attendance
2. All family members should have the opportunity to participate, and to give and/or receive information in the manner that best fits their needs.



XII. Family Engagement



Guiding Principle from the Implementation Manual

Children who are successful in school have many healthy interconnections between family, school, and community.



Policy

Family engagement, in the learning process, strengthens learning at home and is directly linked to positive child outcomes at school. Providers demonstrate that they value family engagement in a variety of ways—from partnering with families, establishing child development goals, and sharing anecdotes of a child’s learning. Communication and strong relationships are the keys to successful parent/ family engagement. The subrecipient will ensure that home visits and parent/teacher conferences involve families in the child’s education by providing a minimum of 4 family contacts per year; 2 sixty-minute home visits and 2 forty-five-minute parent/ teacher conferences.



Procedures

Outlined below are several ways the subrecipient will engage and provide leadership opportunities for families.

Communication

The Subrecipient will ensure that communication with families is continuous throughout the program year, and in accordance with the family’s primary or preferred language.

Some ideas of what this looks like in an early childhood program:

1. Having informal day-to-day conversations with teachers.
2. Communicating with teachers through email, phone and notes.

3. Attending formal family/teacher conferences.
4. Participating in developmental discussions regarding your child by request or invitation.
5. Volunteering within the classroom.
6. Reviewing the classroom’s lesson plans, monthly newsletters and Family Board information.
7. Participating in special events for families.
8. Reinforcing school activities at home.
9. Participating in family participation group meetings.
10. Participating in program evaluations and providing input on policies and procedures.
11. Sharing ideas or items related to the family culture that may be integrated in the classroom.
12. See additional ideas in the GSRP Implementation Manual

Home Visits

Home visits are to be completed in a private space, ideally the family’s home, but if that is not possible, a private room can be reserved at a local library or community building. Because of the confidential information that is share, home visits should never be completed in a public space (i.e., McDonalds, park).

The main purpose of the initial visit is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into GSRP for the child and family.

What this looks like in your provider:

1. The teachers will discuss any required enrollment documents.
2. The Ages and Stages Questionnaire (ASQ) will be conducted with the family.
3. Teachers will share curriculum and program information.
4. Teachers and families will discuss goals for the child.



The second visit, usually occurring after the second assessment check point, is designed around the individual child and family needs. The child's assessment will be reviewed highlighting areas of success and areas to improve. Teachers and family discuss the process of transitioning into kindergarten or the child's next placement.

Family/Teacher Conferences

Family/teacher conferences are usually held in the fall and spring. Conferences are designed to provide families with an update on the child's progress through use of the ongoing assessment tool, jointly revise individual learning goals, and to provide any additional support necessary.

During the conference:

1. Jointly revise the individual learning goals using WRESA's Individual Development Plan (IDP) form.
2. Provide families with samples of their child's work.
3. Share ideas on how families can support learning at home.

Records:

Evidence of family participation in decision-making activities may include:

1. Attendance
2. Agendas
3. Meeting minutes
4. Surveys/results



XIII. Community Partnerships



Guiding Principle from the Implementation Manual

It is important to have shared language and understanding of the early learning years, as well as the variety of settings that children are in before transitioning into GSRP and those they will experience after transitioning out of GSRP.



Policy

WRESA will provide high quality prekindergarten programs for 4-year-old children. Through the Great Start Collaborative, School Readiness Advisory Committee and other community agencies, the Early Childhood Leadership Team and WRESA Early Childhood Consultants will reach out to community-based organizations (CBOs) who may be interested in learning more about offering GSRP.



Procedures

WRESA follows legislative direction and Michigan Department of Education protocol on outreach to CBOs.

1. All interested potential Great Start Readiness Program applicants are invited to attend a GSRP informational meeting. This meeting reviews the required eligibility components as well as program expectations.
2. Providers that believe they qualify and are interested in offering GSRP complete the New Provider Application. After reviewing the application to ensure that the provider meets all requirements (licensing, Great Start to Quality), a site visit is scheduled. Two Wayne RESA staff, including at least one consultant, will complete a site visit using a rubric.
3. Rubric scores are compiled and arranged by score/level.
4. Decisions are based on overall rubric scores, need in the area and funding availability.

Per legislation, WRESA maintains a 30% community partnership with centers through active recruitment efforts. Documentation is maintained to reflect all communication with potential partners and shared when appropriate with Great Start Collaborative-Wayne's School Readiness Advisory Committee.

Great Start to Quality releases monthly reports depicting a list of providers assessed at a minimum of an Enhancing Quality Level. Providers listed are identified to receive an introduction to GSRP and the opportunity to complete an interest form.

XIV. School Readiness Advisory Committee



Guiding Principle from the Implementation Manual

The School Readiness Advisory Committee is established annually and operates as a workgroup of the local GSC.



Policy

The Great Start Collaborative – Detroit/Wayne will convene a multidistrict, multiagency, school readiness advisory committee as a workgroup. The committee is comprised of Regional Resource Center staff, community agencies, classroom teachers, families, administrators, and other appropriate community members. WRESA will co-chair and advise, guide, and help strengthen the committee’s work.



Procedures

The committee will review and make recommendations regarding the following:

1. The committee will review current program components and make recommendations for improvement annually.
2. Establish a collaborative partnership between GSRP, Head Start, Community Based Child Care Programs, LEAs and PSA’s in an effort to create a seamless transition process.
3. Support joint recruitment and enrollment with GSRP and Head Start.
4. Build the capacity of Community Based Organizations to work towards achieving the 30% slot 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 families as partners in the learning process.
9. Analyzing Classroom Coach and child outcome data.
10. Transition into Kindergarten.



XV. Conflict Resolution Protocol



Guiding Principle from the Implementation Manual

The ISD must have a process in place to address conflict or disagreement. Complaints could come from families, a provider, the state of Michigan, or other entities.

Mutual Respect:

Mutual respect is the foundation of the Wayne RESA relationships with partners. We work from a perspective of respect, civility and accountability. We seek first to understand and look for common ground while adhering to the guiding principles of providing high quality early childhood education through the Great Start Readiness Program. All involved parties are expected to use appropriate means to resolve a conflict that is civil and professional. Wayne RESA's Consultants, Support Staff and Administration will engage professionally with our partners and understand that insults, yelling, offensive language threats, physical or verbal attacks in writing or in person are prohibited by all parties.



Policy

In the event a conflict or disagreement may arise, the following process will be followed to ensure the situation is addressed in an official matter:



Procedures

A Subrecipient with a complaint involving the WRESA 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 Subrecipient wishes to register a formal complaint, a Subrecipient shall submit a detailed written description of the issue which forms the basis of the complaint to the Executive Director of Early Childhood Services.

Receipt of a formal written complaint will initiate a written confirmation to the Subrecipient acknowledging receipt of the complaint. A meeting will also be scheduled to discuss and seek agreement and resolution to the formal complaint. Areas of conflict and disagreement will be addressed by:

1. Identifying the areas of agreement.
2. Identifying the areas of disagreement.
3. Exploring facts: What is the data and what does it tell us?
4. Exploring methods: How should we do what we need to do?
5. Reviewing goals: What is our objective?
6. Reviewing beliefs: Why do we each think it must be done a particular way?
7. Reaching a consensus so that we can move forward with the areas of agreement.
8. Continuing to address the points of disagreement on an ongoing basis.

The Executive Director or designee shall issue a written decision regarding the Subrecipient's formal complaint within 15 working days following completion of the meeting.

Once the Executive Director of Early Childhood Services has shared the complaint decision with the Subrecipient, there is a 5 business-day window for final appeal to WRESA's Associate Superintendent. The appeal must be in writing. An appeal meeting will be arranged with the

Associate Superintendent and the parties involved. The Associate Superintendent's final decision will be shared in writing within 15 business days after the meeting.

In case the complaint is about the Executive Director, the formal written complaint will be submitted to the Associate Superintendent.

1. Identify when a letter goes out
2. When a program is removed
3. Caveat-once gone for a period of time or at the discretion of Superintendent
4. Fiscal issues
5. Program quality not observed/proof of



XVI. Conflict of Interest Policy

WRESA has developed a Conflicts of Interest Policy to provide clarity when making decisions on the support that is provided in your GSRP classroom. All GSRP providers should familiarize themselves with this policy when making decisions about outside support that is provided for their GSRP classroom.

An individual may not provide support to a GSRP classroom (i.e., ECS) if:

1. They are a:
 - a. Relative (related by blood, marriage or other legal relationships) with someone in the GSRP provider.
 - b. Direct supervisor, teacher/trainer, director, center employee (including for example co-worker in the same classroom or site) in the past three years.
2. They have a child in the class or provider and have not notified WRESA of the relationship.
3. They or their organization has a financial/contractual interest related to the classroom or may benefit in any way from the classroom's support, assessment and coaching.
4. They may have a personal or professional bias toward or against the candidate or the provider

XVII. GSRP Inclusion and Special Education Collaboration



Guiding Principle

Decades of research indicate that inclusion in the general education setting is the best way to support the learning and growth of students with developmental delays and disabilities. As such, WCRESA 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 was designed by legislation to be an inclusive environment in which children who qualify for IDEA services can learn and grow with their typically developing peers.



Non-Discrimination Policy

Subrecipients of the WCRESA GSRP grant are expected to uphold this philosophy by accepting and enrolling students with IEPs without discriminating based on type of disability or the documented need for additional accommodations and supports.



Procedures

1. Prioritize enrollment of children with IEPs
 - a. A “qualifying IEP” as referenced in the implementation manual is defined as “any current IEP, within one calendar year”
 - b. For a child whose family income is below 400% of FPL → prioritize as “highest priority”
 - i. Families who are over income with an IEP cannot be charged tuition
2. Parents seeking to enroll a student whose IEP calls for a categorical placement (ECP, ECSE classroom, Act 18 classroom) should be counseled that the GSRP program may not be able to provide all the services and supports listed in their IEP. An IEP team meeting should be called.
 - a. If family is adamant about GSRP enrollment
 - i. the LEA/ PSA who wrote the IEP (provides FAPE) sends a “prior written notice” that the child is exiting district services
 - ii. CBOs and operating LEAs/ PSAs must communicate with the LEA who wrote the IEP (resident LEA) to inform them of the child’s enrollment in GSRP so the resident LEA can send the “prior written notice” that the child is exiting district services
3. Prioritize enrollment of children with outside or medical diagnoses of disabilities within their income level using the documentation as an eligibility factor
 - a. Families sometimes mistakenly believe these reports are “IEPs”; programs should advise families that IEPs can only be developed by schools and that the reports should be shared as part of their Build Up referral to the resident LEA
 - b. A Build Up referral should be made/considered for this child

Referral



Policy

As a subrecipient of state and federal grants through WCRESA, programs have a Child Find obligation. Child Find states that if the program suspects a child has a disability, the program must complete a [Build Up referral](#).



Procedure

1. Coordinate with each student's resident LEA for referral (Child Find), evaluation, and delivery of services (FAPE) to eligible children within the program
 - a. GSRP Operated by LEA
 - i. Student is resident of LEA- LEA responsible for Child Find and FAPE
 - ii. Student is non-resident of LEA- Operating LEA responsible for coordinating Child Find and FAPE with resident LEA
 - b. GSRP Operated by PSA
 - i. PSA responsible for Child Find and FAPE, coordinating with resident LEA as needed as a result of the IEP meeting (i.e. student may require more than ancillary services or a more restrictive program)
 - c. GSRP Operated by CBO
 - i. Resident LEA is responsible for Child Find and FAPE



Support



Policy

Subrecipients are required to be active participants in the IEP team meetings and to develop a plan of support for the child in coordination with the LEA.



Procedure

1. Participate in IEP team meetings held throughout the school year for enrolled children
 - a. Teachers should plan to attend in person and provide input based on data from classroom assessments and anecdotal notes from classroom observations.
 - b. When a teacher cannot be present, the team must receive prior written consent for the IEP team member not to attend and then the input could be in written format.
2. Work with family and LEA to develop a plan to make sure student receives all services as listed in the IEP
3. Services may be provided within the GSRP classroom setting or may require the student to receive services at an alternate location.
4. Implement all accommodations and modifications as listed in the IEP within the GSRP classroom.

Inclusion



Policy

An inclusive preschool environment is one in which children with disabilities have significant opportunities to interact with and learn from their typically developing peers. As such, it is important to pay attention to the percentage of children within each classroom with developmental delays and disabilities. Research indicates that a percentage of 25-30% of students with IEPs is optimal to gain the benefits of inclusive classroom environments. It is recommended that each classroom begins the year with only 25% of its enrolled children having IEPs. This allows for children who become eligible through the Child Find to be identified without exceeding the 30% recommendation. At no time can an eligible child be denied enrollment due to having already hit the 25% threshold in each classroom. This policy only applies to equitable distribution of enrolled students between classrooms within the program.



Procedure

1. Ensure that enrollment of students with IEPs is equitable across all GSRP classrooms
 - a. Aim to spread out children such that no more than 25% of students with IEPs are placed in each classroom, allowing for additional students to be found eligible throughout the school year
 - b. Never deny a child enrollment into GSRP based on the percentage of children with IEPs already enrolled in the program
 - c. Never enroll more than 50% of students with IEPs in any classroom without consulting your WRESA program consultant



Federal Law



Policy

At no time does the GSRP grant or WRESA policy supersede federal [IDEA law](#) or [MARSE rules](#) regarding evaluation, placement, or services provided to children with disabilities. It is the responsibility of every subrecipient to support children with disabilities in their least restrictive environment and to implement the IEPs with fidelity.

Examples

A child is enrolled in GSRP with no IEP. As the team gets to know the child, they are concerned that the child is demonstrating significant developmental delays in multiple areas.

1. The teaching team expresses concerns about developmental delays to their ECS.
2. The teaching team collects data using classrooms measures (TS GOLD or COR)
3. The program completes a Build Up referral and coordinates with the child's resident LEA
4. The teaching team participates in IEP team meeting, providing data and insight from the general education classroom

5. The IEP team develops an IEP and if applicable, the GSRP teaching team implements accommodations and modifications for the student as written in the IEP.

A family comes in to enroll their child in GSRP and shares the child's existing IEP with the enrollment person.

1. Staff member doing enrollment carefully reads the IEP looking at services provided, accommodations and modifications
2. Staff member counsels the family on which services and supports can be provided by their GSRP program and which services, if any, may not be provided on site.
3. Together with the family, the program determines if GSRP is a good fit for the child based on their developmental needs.

4. Teaching team reads the IEP and plans with the family during the first home visit to support child's needs at school

A family comes in to enroll their child with an IEP. At this time, all classrooms have at least seven students with IEPs already placed in each classroom.

1. As a GSRP eligible family with the appropriate enrollment documentation completed, the family is to be enrolled in the available slot in a GSRP classroom
2. The program may wish to think strategically about where to place extra support staff or how to group students in different classrooms based on their learning needs



XVIII. Challenging Behavior



Guiding Principle

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

Positive Daily Practices



Policy

GSRP classrooms will use positive daily practices to promote social and emotional development.



Procedure

1. GSRP classrooms will provide:
 - a. A calm, loving, nurturing and respectful environment
 - b. Positive adult child interactions that focus on building relationships
 - c. Positive encouragement, while focusing on children's strengths
 - d. Ways to teach social/ emotional skills as well as appropriate behaviors
 - e. A safe learning environment while using positive redirection and clear classroom rules
 - f. A predictable and consistent daily routine and transitions
 - g. Ways for children to regulate their emotions and express their feelings appropriately

- h. Ways to guide children in learning how to problem solve and be part of the conflict resolution process
- i. Ways to build partnerships with families

Data-Based Decision Making



Policy

Programs will engage in data-based decision making to support children with challenging behaviors.



Procedure

1. When teaching teams observe challenging behavior that is putting the child, other children, and/ or adults in the classroom at risk of harm, such as: deliberately hurting staff or other children by hitting, biting, kicking, etc. then the following steps must be followed:
 - a. Contact the ECS who will set up a time to observe the behavior and then meet with the teaching team to share the observation and discuss next steps
 - b. Teaching teams must collect documentation of the time/ part of the day when the observable behavior is occurring, the frequency of the behavior, as well as any triggers that might be causing the behavior
 - c. Teaching teams must collect documentation of the strategies that they have been consistently implementing in the classroom to address the behavior
 - d. Teaching teams must collect documentation of any follow up with the family
 - e. The ECS may choose to consult with the social emotional development consultant at WCRESA if deemed warranted

Suspension/Expulsion



Policy

GSRP children **shall not be** sent home for exhibiting challenging behaviors.



Procedure

1. At **no time** will any children within the program be:
 - a. sent home early (suspended)
 - b. asked to leave the program (expelled)
 - c. have their family called repeatedly throughout the day about behavior
 - d. have a family member forced to attend school with their child as a condition of attendance
2. If an emergency/ safety situation related to a behavior occurs, the teaching teams/ administrators must reach out to the ECS immediately and based on the situation a decision will be made on how to proceed

Seclusion and Restraint



Policy

GSRP staff will refrain from using seclusion and restraint in the GSRP classroom.



Procedure

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

Behavior Management



Policy

GSRP Staff will follow all childcare licensing rules regarding managing behavior.



Procedure

1. Per Licensing Rule R400.8140—Any adult interacting with GSRP children (teaching teams, administrators, classroom aides, substitute staff, etc.) will not:
 - a. Use any form of corporal punishment (hitting, shaking, biting, pinching)
 - b. Restrict a child's movement by binding or tying him or her
 - c. Inflict mental or emotional punishment, such as humiliation, shaming, or threatening a child
 - d. Deprive a child of meals, snacks, rest, or necessary toilet use
 - e. Confine a child in an enclosed area, such as a closet, locked room, box, or similar cubicle

Additional Resources:

Challenging Behaviors Policy Example



MILEAP

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Wayne RESA: 33500 Van Born Road • Wayne, MI 48184
734.334.1300 • 734.334.1620 FAX
www.resa.net

Board of Education: James S. Beri • Mary E. Blackmon
Danielle Funderburg • Lynda S. Jackson • James Petrie

Superintendent: Daveda J. Colbert, Ph.D.

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