



**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**

**2025–2026 SY**





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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.

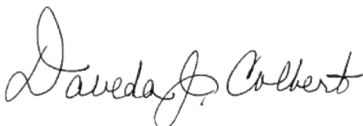
The Wayne County RESA GSRP Administrative Guidelines & Procedures Manual is designed to support your efforts in delivering exceptional programming for enrolled children and their families. It provides clear and consistent guidelines to ensure your program runs smoothly and effectively.

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

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**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

Wayne RESA 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

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



### Procedures

1. Wayne RESA 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.** Wayne RESA and all Subrecipients understand:

- a.** Third party contracts are prohibited for program implementation.
- b.** Expended funds must conform to the budget. Amendments require Wayne RESA's prior approval.
- c.** Wayne RESA 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.** Wayne RESA 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 Provider 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, Provider 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. Wayne RESA will review and approve each Subrecipient's written philosophy statement to be included in their program manual.



### Policy

Subrecipients will have a Wayne RESA 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

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



### Policy

Wayne RESA 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.)





## IV. Fiscal Policy & Review



### Guiding Principle from the Implementation Manual

Wayne RESA 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

Wayne RESA 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 Main Operations budget is due **July 31, 2025** and the transportation budget is due **August 29, 2025**. Wayne RESA 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 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 to successfully implement GSRP.
4. GSRP funding begins in October 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. Family Handbook
  - b. Classroom Inventory
  - c. List of all building and classrooms
  - d. HUB Contact/Provider Information

- e. Emergency Evacuation Maps
  - f. Valid Lease
  - g. ECS Service Contact
  - h. Staffing and Support Plan.
6. To make amendments to a Provider’s GSRP budget, the Provider must make a written request to Wayne RESA.
- 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 Wayne RESA so that the changes can be reviewed, and the budget can be relocked.
  - d. All changes must be approved by Wayne RESA 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.

Payments to the Provider will be made in 1/11 monthly increments from October to August with payment remitted not later than the last day of each month.

Payment will not exceed total contract amount, even if the Provider’s total cumulative enrollment exceeds their funded enrollment.

8. Ledgers will be reported monthly on a year-to-date basis. Completed monthly ledgers are submitted to Wayne RESA by the 15<sup>th</sup> of the subsequent month.

Provider payments will be held at the following intervals based on the number of days a ledger is overdue:

10 days = warning  
 30 days=25% HOLD  
 60 Days=50% HOLD  
 90 days=100% HOLD.

9. A Final Expenditure Report (“FER”) will be submitted no later than 15 business days after **August 15, 2026**. For any unspent funds, a Carryover Budget must be submitted to and approved by Wayne RESA. Prior year Carryover funds must be spent before a Provider can bill using their 2025-26 SY 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, Wayne RESA will collect and redistribute all such materials.
11. Providers are only limited to a maximum of 10% carryover amount based on their main operation’s actual contract allocation amount. If the amount of unspent funding leftover after the completion of a Wayne RESA approved Final Expenditure Report exceeds the 10% carryover limitation, the Provider is required to return the remainder of the unspent funds (over and above the 10% threshold) unless the Provider is granted a waiver. To be eligible to receive a waiver, the Provider must explain why funds were unable to be spent and how this issue will be avoided in future years.
12. Wayne RESA has the right to reduce or hold payment at any time to avoid overpayment of the Provider’s contract allocation. The Provider will receive written notice of reductions or payment holds put in place by Wayne RESA. Wayne RESA also reserves the right to switch a Provider from monthly aid payments to direct reimbursement as needed.

13. Failure to comply with the GSRP Implementation Manual , MCL 388.1632d and all other applicable laws and regulations, and the Wayne RESA GSRP Administrative Guidelines and Procedures Manual may result in a hold of future Provider payments or a reduction or termination of this contract or the placing of the Provider on a Corrective Action Plan.
14. The Provider will only charge costs to the GSRP grant that are reasonable, allowable, and necessary for the operation of the program. The Provider will utilize the materials and documents provided by Wayne RESA and maintain an accounting for all expenses and planned expenses in a manner determined by Wayne RESA.
15. The Provider will utilize a designated Bookkeeper or Accountant who will be responsible for the submission of financial documents, including Provider Budgets, Ledgers, Final Expenditure Reports and will provide the name or organization being utilized prior to the execution of this contract. Any accountant or bookkeeper involved in the Great Start Readiness Program (GSRP) is required to attend and complete a three-part GSRP Fiscal Training to ensure compliance with GSRP fiscal management standards.
16. A Final Expenditure Report (FER) will be submitted no later than **August 15, 2026**. Providers who do not submit by that date will have their August payment held. Prior year Carryover funds must be spent before new Grant Year Funding is billed. A detailed FER including an approved Carryover Budget outlining all Carryover expenses must be submitted to WAYNE RESA and ensures that all Carryover funding is spent by not later than **December 31**. A subsequent Carryover Final Expenditure Report (COFER) must also be submitted by the Provider to WAYNE RESA not later than January 31st.
17. As part of this agreement, the Provider must furnish Wayne RESA with valid contracts or fee for service agreements for all third party service providers and contractors that will be billed to GSRP in any amount. This includes agreements for both services and personnel as well as facilities and equipment rental.

18. The Provider agrees by signing this GSRP Services Contract that all payment amounts and schedules listed in the budget documents will be adhered to.

***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 Wayne RESA, 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 Wayne RESA.
4. Payments are made based on the allocation for the Provider minus the early childhood consulting/ specialist fee after deducting the program support fee.

Early Childhood Consulting Fee is charged based on the number of classrooms the ECC is supporting. Support occurs over an 11-month period from August 1–June 30, and billing occurs on a corresponding schedule from October-August. In the event of a change in allocation, billing will change

for the next full month based a prorated schedule of support—e.g., a change made in December would be in effect starting in January and would reflect support for January-June. Support provided August-December would be at the original amount.

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, including Team Planning Time for instructional staff
  - h. Job responsibilities
  - i. Percent of work being billed to GSRP
6. During GSRP classroom 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 programs were not being offered are allowed to be billed toward GSRP.

10. Employees or contractors with dual roles—limited to 40 hours per week—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 Wayne RESA assigned Classroom ECC, the Provider must notify Wayne RESA by January 31<sup>st</sup> of the prior school year. This is limited to non-probationary Providers only. Wayne RESA’s decision to approve this request will be made on a case-by-case 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/Provider Change Requests
    - iv. Contracts
  - b.** Or a documentation error or fiscal issue identified by Wayne RESA including, but not limited to, failing to notify Wayne RESA of an identified error or a change in their allocation or regarding the status of their business or organization.
    - i. Receipts/Invoices
    - ii. Payroll/Staff Information
    - iii. Proration of Costs
    - iv. Allowability of Expenses
    - v. Budget/Final Expenditure Reports
- 2.** Wayne RESA 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 Wayne RESA
  - 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 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 Wayne RESA hold process includes monthly reviews with Early Childhood leadership. Providers will be notified in writing by Wayne RESA 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 Wayne RESA, 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.

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

Providers are required to employ or contract with an accountant or bookkeeper for assisting in the management of GSRP funds. This person will be designated as an “Authorized Fiscal Agent” and should also be listed as the Fiscal HUB contact for the organization. The Authorized Fiscal Agent is required, among other things, to:

1. Review and sign off on all budgets
2. Complete all ledgers and expense reports (including transportation, carryover, start-up/expansion and main operations final expenditure reports).
3. Assist in the maintenance of Provider financial records, including payroll and accounting software, GSRP payments and the management of the GSRP bank account.
4. Providers are required to use accounting software to track expenses online in accordance with all protocols of Wayne RESA. There are a few software options that work including QuickBooks, Bench, Xero, FreshBooks or others.
5. 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.
6. Providers are required to maintain supporting documentation regarding all payments and expenses incurred operating GSRP, including invoices, receipts, bank statements, paystubs, etc.

7. 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 Wayne RESA
8. In cases where Wayne RESA has requested supporting documentation for fiscal reviews, such as payroll records, receipts, or bank statements, such documents must be provided to Wayne RESA 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.
9. As part of regular operations, Wayne RESA 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 Wayne RESA at its discretion.
10. If two on site audit attempts are unsuccessful, the third audit attempt is at Wayne RESA with the Wayne RESA Finance Department.





***Subrecipients that receive transportation funds agree to the following:***

1. Each year Wayne RESA 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 29.
  - b. Transportation budget must be complete by August 29, and transportation requests are conditionally approved in May with final approval upon receipt of grant award from MiLEAP.
  - 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 15<sup>th</sup> of the subsequent month.
- f. Providers are only permitted to provide transportation services to GSRP students for which and using the method for which they have been approved—e.g., you cannot offer Rideshare without explicit approval.

Providers who offer transportation for GSRP must have transportation on their child care license and have a written policy 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 Wayne RESA'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 program administrator in a child-care program oversees both the GSRP classrooms as well as other tuition classrooms, the percentage



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. Note that this is for Start-Up/expansion only, pro-rating costs for Capital Outlay is **not** required.
8. Start-up/expansion budgets will be released to Providers **July 31** and are due to Wayne RESA not later than **September 16**. Budget will be provided to approved Providers upon approval of the budget template and the attendance of the Provider at a Wayne RESA start-up/expansion training
9. Final Expenditure Reports for start-up/expansion must be completed in the Provider's budget by **January 31**, with all spending finalized by **December 31**. Providers requiring an extension must submit a written request to Wayne RESA before the deadline.
10. There is NO carryover for start-up/expansion funds. Unspent funds upon submission of the Final Expenditure Report will be recaptured and returned to the State of Michigan.



***Subrecipients that have costs for site improvements using GSRP funding that exceeds \$10,000 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. Providers must submit requests no later than **March 30** and all CO projects must be completed and paid for no later than **May 30**.

4. All CO projects must have paid receipts attached to their GSRP Google Budget Folder.

5. Capital Outlay process:

The Capital Outlay process includes planning, approval, bidding, and execution of projects that involve substantial investments in infrastructure, facilities, or equipment:

- a. Any single project costing \$10,000 or more
- b. Multiple related projects with a combined cost exceeding \$10,000

If a project or group of projects has a combined cost to GSRP of \$10,000 or more, then the Provider must.

- a. Notify the assigned Program ECC of the Provider's intention to complete the project
- b. Add the project as a purchased service in the budget that will fund the project
- c. Obtain at least three bids
- d. Evaluate bids based on cost, qualifications, and compliance

- e. Select the most qualified and cost-effective bidder.
- f. Complete the GSRP Capital Outlay form, attach all the bids collected and submit form to assigned P-ECC and Administrative and Fiscal Consultants
- g. Receive written project approval from Wayne RESA.
- h. Wayne RESA will review the project, and it will need to receive approval from:
  - i. Program Early Childhood Consultant
  - ii. Administrative and Fiscal Consultant
  - iii. Executive Director of Early Childhood (for costs above \$30,000)
- i. Once the project has been completed receipts, bids and executed contracts should be placed in the Provider's GSRP budget folder in Google Drive and the GSRP ledgers should be updated to reflect that the project has been paid for.
- j. If a project or group of projects with a combined cost of \$30,000 or more is billed in any amount to GSRP, the project exceeds the State of Michigan's "bid threshold":
  - i. If the project exceeds the bid threshold and the Provider is an LEA or PSA, then the Provider must follow their internal purchasing procedures.
  - ii. If the Provider is a CBO, then the Provider must secure a minimum of 3 bids without exception.
- k. Capital Outlay projects should be allocated with the original budget allocation.
- l. All Capital Outlay projects are expected to be submitted to Wayne RESA for approval prior to **March 30**, and must be completed and paid for by **May 30** without exception.
- m. No projects may be paid for and no work may be started on the project prior to receiving written approval from WCRESA for any project utilizing GSRP funds.

***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 Wayne RESA.
2. If it is determined that this contract must be terminated by Wayne RESA because of the Provider not properly fulfilling the terms of this agreement, the Provider will be ineligible to participate in GSRP or sign a GSRP Services Contract with WAYNE RESA for a minimum of 3 school years from the date of termination.

If this contract is terminated early under any circumstances, the Provider shall complete the Final Expenditure Report (FER) for all GSRP grant funds within 30 calendar days. After 30 days, if the FER is not completed, Wayne RESA will complete the FER based on available documentation and it will be considered final, and any funds paid to the Provider left unspent or unaccounted for must be returned to the State of Michigan through Wayne RESA.

Once a Provider has notified Wayne RESA formally of its intent to not continue operating GSRP in the next grant year, the Provider will no longer be eligible to receive 1/11 payments and instead will receive reimbursement payments based on actual expenses as listed in their GSRP Ledgers located in their GSRP Main Operating Budget. After July 31, if the FER is not completed, Wayne RESA will complete the FER based on available documentation and it will be considered final, and any funds paid to the Provider left unspent or unaccounted for must be returned to the State of Michigan through Wayne RESA.

# V. Provider 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 Wayne RESA following timelines in their contract.
2. If Wayne RESA 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 Wayne RESA.
  - a. All equipment and supplies remaining must be returned to Wayne RESA to be used in another GSRP.
4. If termination occurs during the school year:
  - a. Wayne RESA 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 Wayne RESA/Subrecipient agreement.

## Upon closure of a Provider:

1. The subrecipient's administrator of GSRP will work with the Wayne RESA 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 Wayne RESA for secure storage.
3. The Subrecipient will transfer all administrative files to the Wayne RESA 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 MiLEAP 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





## VI. Recruitment/ Enrollment/ Waitlist/ Attendance



### Guiding Principle from the Implementation Manual

Wayne RESA 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 programs 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 programs and Wayne County children can attend GSRP programs in other counties as well. Reporting on students will follow MiLEAP prescribed agreement instructions.

#### Enrollment

1. All Subrecipients in Wayne County collect child applications and enroll eligible families based on GSRP guidelines. Wayne RESA provides subrecipients with professional learning sessions and resource documents to support alignment with Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) and Wayne RESA guidelines. These include:
  - a. Wayne RESA Enrollment, Recruitment and Eligibility Training sessions
  - b. Income Eligibility Guidelines
  - c. Web-based Income Calculator
  - d. Age Eligibility Guidance
  - e. Head Start Referral process
2. GSRP Subrecipients prioritize applications using the income eligibility guidelines first then using additional eligibility factors to ensure that they are enrolling children with the highest need first.
3. Students that will turn four in the gap window, September 2 – December 1, may be enrolled on or after September 2 and after all age-eligible students are enrolled.
4. Any student with a current Individualized Education Plan (IEP), regardless of recommended placement, should be prioritized in the lowest bracket, 0-50% of the FPL.
5. Over-income students, families whose Federal Poverty Level (FPL) is at or above 401%, may be enrolled on or after May 1, 2025.
  - a. Just as income-eligible students, over-income students should be prioritized based on their FPL percentage.

- b. Over-income students do not have to have any additional Eligibility Factors (EF) to qualify for GSRP.
  - c. If the student has any EFs they should be prioritized over students with no EFs.
6. Providers will hold 10%, 1-2 students per classroom, of their allocation for students that are income-eligible, 0-400% of the FPL until September 1, 2025.
  7. Subrecipients will continue to enroll eligible students as vacancies occur, even after the end of the count reporting period.
  8. For the 25-26 SY Community Based Organizations will utilize MiSTAR for enrollment.

### **Head Start Referrals/Release Procedure**

1. 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.
2. The GSRP Provider will maintain documentation that the family has been notified of their Head Start eligibility via the GSRP application by having the parent/guardian put their initials in the appropriate box on the application (bottom of page 3).
3. 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 program if he/she meets the appropriate eligibility factors and age-eligibility.

### **Waitlist**

1. Subrecipients are required to keep a wait list and enter the list into the Spring Early Childhood Collection. In order to serve all eligible families Subrecipients should refer families to Providers with openings or to their Program Early Childhood Consultant.

Also, on the monthly enrollment surveys, Providers are required to indicate if they have families on a waitlist and they should send the waitlist to the Program Early Childhood Consultant.

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](http://FindPREK.org).

### **Attendance**

Preschool is the ideal time to introduce children and families to the importance of consistent and on-time attendance and to encourage strong attendance habits. While research shows that a high-quality preschool Provider can build early literacy and math skills, as well as develop the social and emotional foundation children need to persist in school, preschoolers only receive the full effect of these benefits if they show up for class regularly. Furthermore, what happens in preschool and early education can lay the foundation for good attendance habits in kindergarten and elementary school.

1. Providers are required to take attendance daily.
2. Providers must complete due diligence and provide documentation of efforts to communicate with families, identify barriers, make a plan of action, etc., where efforts should be documented within the first 2 days of a child's absence.
3. Students not in attendance for 2 weeks of school (either 8 consecutive days for 4 day programming or 10 consecutive days for 5 day programming), without notice from families, should be removed from the classroom roster and put back on the waitlist. If the Provider has a waitlist, another child can be enrolled to fill the vacant slot.
4. If a family is put on waitlist due to attendance, the child will be placed at the top of the waitlist for the site. If the child returns, and the site has an opening, the child will be re-enrolled in the program, preferably in their previous classroom.



5. If a family has communicated a long term absence, the Provider should refer to their site specific policy on long term absences. The policy should be included in the GSRP family handbook and should include guidance on (at least but not limited to):
  - a. How families should notify the Provider of a long term absence
  - b. Any documentation required by the Provider related to the absence, what will happen if the family does not return when they are supposed to, and
  - c. Updated contact information for the family.

### **Income Eligibility**

1. Income verification documentation as outlined in the GSRP Implementation Manual and Wayne RESA's enrollment procedures must be followed to ensure income eligible children are enrolled first.
2. Income will be used to select and prioritize children into the program.
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 1<sup>st</sup>. However, a provision exists that allows children turning 4 years old after September 1<sup>st</sup> but on or before December 1<sup>st</sup> to be enrolled in the program. These children cannot be enrolled until after September 2<sup>nd</sup> if space permits but priority should be given to children that turn 4 on or before September 1<sup>st</sup>.
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 the child may be accepted based on Wayne RESA'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, Wayne RESA Professional Development catalog, Learning Stream registrations blasts, and emails through the GSRP networks and Early Childhood Digest.

## **VII. Program Implementation**



### **Guiding Principle from the Implementation Manual**

Wayne RESA will ensure that subrecipients implement their GSRP program with fidelity to the statewide model.



### **Policy**

Wayne County GSRP Providers will follow guidelines provided by the State, in accordance with Wayne RESA 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 should occur within the first two weeks of the local school district, but before September 30.
  - 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. Two home visits and two parent conference dates.
  - f. Field trips and family events.
  - g. Family participation group and 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:
    - 1) Up to six instructional days that may be forgiven for inclement weather cancellations.
    - 2) Up to eight days may be scheduled and counted as instructional days for family engagement, including home visits or family-teacher conferences.
    - 3) Up to 5 professional learning and/or coaching days of five or more hours may also be scheduled and counted as instructional days.
    - 4) 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 be consistent and support the classroom daily routine.
  - 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 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.
  - a. Field trips must be approved prior to sharing the information with the family by the assigned Wayne RESA consultant.

- b. The family consists of the primary parent/ caregiver/ guardian and individuals they are financially responsible for, including the child enrolled in GSRP. For the purpose of special events such as field trips, celebrations, etc., if a parent/caregiver/guardian is not able to attend the special event, the enrolled child's siblings and one pre-identified adult will not incur any costs. For field trips, it is encouraged that siblings not attend; however, if this is not feasible, the child should be younger than the child enrolled in GSRP and a signed waiver of liability for the sibling should be on file.
- 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. All GSRP staff are required to attend training which focuses on de-escalation and preventative strategies to manage challenging behaviors, emphasizes positive behavior supports and aims to reduce the need for restraints by providing staff with the skills to prevent and manage crisis situations effectively. Additionally at least one staff member must attend training that supports understanding and practice in safely using restraint as a last option.
- 10. The Subrecipient will offer anti-bias activities inclusive in nature and nondiscriminatory.
- 11. If a Provider wants to utilize resources from a supplemental curriculum as an additional resource in the classroom this is limited to occasionally choosing materials (books, songs, poems, manipulatives) from the supplemental curriculum for use within the daily routine (at large or small group, in the reading area)
  - a. The GSRP model must be maintained (comprehensive curriculum, daily routine, authentic ongoing assessment, class-size and ratio, etc.).
  - b. The assigned Wayne RESA Consultant will ensure that the resources and teaching practices align.
  - c. If a Provider wants to fully implement a supplemental curriculum, they would work with their assigned Wayne RESA Consultant to follow the guidance provided in the ***GSRP Implementation Manual***.
  - d. 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.

- 12.** Wayne RESA 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 Wayne RESA.
- 13.** ABA is not allowed to supplant school. GSRP does not support having ABA therapy in the classroom during its daily classroom hours. Only school personnel are allowed to provide services to children on school grounds and during school hours. The use of GSRP funds to pay for services is prohibited. Any soliciting of services on the GSRP site is prohibited. Any evaluation or screening for concerns or delays in a child's development will be done by the child's resident district.
- 14.** 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.
- 15.** The Subrecipient will maintain the following documentation for administrative review upon Wayne RESA'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.
- 16.** The Subrecipient will maintain unrestricted access to GSRP Classrooms for Wayne RESA 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.
- 17.** The Subrecipient will ensure the required number of qualified staff in each classroom shall be based upon the number of children enrolled.
- 18.** 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.
- 19.** Wayne RESA staff will identify any licensing violations which must be corrected within 24 hours. If not corrected, Wayne RESA will report these violations to Michigan's Department of Licensing and Regulatory Affairs (LARA), as required by law.



# VIII. 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 Provider level. Wayne RESA participates in a County wide evaluation of community and Provider needs to set annual goals for Provider improvement and growth.



## Procedures

Wayne RESA will be responsible for the following:

1. Ensuring the use of a curriculum and assessment screening tool approved by Wayne RESA.
2. Using the Classroom Coach on a rotating 3-year cycle 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 Provider administrators to develop professional learning plans.
4. Supporting Subrecipients with data analysis meetings 3 times a year. Provider quality and child assessment data will be looked at countywide.
5. Wayne RESA Subrecipients shall be responsible for the following:
  - 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 Provider administrator and teaching staff, upon completion of the End of Year (EOY) Classroom Coach to write a continuous improvement plan to include classroom and Provider 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, Provider director, and community members as appropriate, which meets at least 3 times within the program year to review program and child assessment outcome data.



## IX. Monitoring Guidance



### Guiding Principle from the Implementation Manual

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

### Provider Status

1. The Provider will be identified as one of the following types of subrecipient:
  - a. **Probationary Provider**—any GSRP subrecipient in their first three (3) years of operation, or as otherwise set forth herein. It is the sole discretion of the Wayne RESA if after year three (3) the subrecipient moves to Non-Probationary Provider or remains as a Probationary Provider for their fourth (4) year of operation.
    - i. A Probationary Provider will receive additional support from Wayne RESA to implement GSRP to fidelity.
    - ii. Probationary Providers will receive an annual evaluation to determine the level of support needed and their progress as a Provider towards becoming a Non-Probationary Provider.
  - b. **Non-Probationary Provider**—A GSRP subrecipient that is not currently on Probation.
2. Any updates to this Provider Status will be made in writing.



### Procedures

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

- 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 Provider resources (time, money, personnel, technology, curriculum resources, training, etc).



## GSRP Compliance 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 Provider support plan based on assessment
3. Wayne RESA will work with Provider partners to identify and establish necessary Provider supports to improve service provision and child outcomes. Providers needing enhanced supports including new Providers, will complete a Provider Support Plan with 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 Provider data and the assessment rubrics will inform program options and implementation including Provider expansion and the operation of GSRP.



## Procedure for Ongoing Monitoring Process:

1. Providers will work with Wayne RESA throughout the program year to establish and implement ongoing Provider 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 Provider level systematically and continuously. Areas that will be monitored regularly include:
3. **Professional Educational Preparation Plan**  
A Professional Education Preparation Plan (PEPP) is a support process created in partnership with the GSRP Provider and Wayne RESA Leadership resulting from the identification of GSRP teaching team member who does not meet the minimum MiLEAP qualifications for the lead teacher or assistant teacher position. Prior to hiring a new teaching team member, it is their responsibility to share the name of the potential candidate and their credentials that

qualify them for the position with their assigned Program Early Childhood Consultant (P-ECC). If the candidate does not meet the minimum requirements as a qualified MiLeap lead or associate teacher, the Provider and P-ECC will work together to determine if a PEPP is an option for the candidate.

A Professional Education Preparation Plan is inclusive of three documents that outline:

- a. Identification of employee and position obtaining credentials for
- b. Individualized plan of work for the employee
- c. Documented plan of supports and resources provided by the employer

## 4. Pre-Approval Process for the PEPP

### a. Initial review meeting:

The P-ECC and the Director will meet to evaluate staff credentials, including current transcripts or verification of program enrollment, as necessary.

### b. Identification of staff requiring a PEPP:

Determine which staff members need to develop a PEPP based on credential review and Provider requirements.



- c. Assessment of employer-supported resources:**  
Identify and document the supports or resources the employer will provide to facilitate staff compliance and Provider participation.
- d. Staff consultation:**  
Meet with the identified staff members to discuss the necessity of developing a PEPP and outline expectations.
- e. Mid-Year Provider progress review:**  
The employer will conduct a formal assessment of the staff member's progress midway through the program year (January/February).
- f. End-of-year Provider progress review:**  
Both the employer and the P-ECC will conduct a comprehensive review of the staff member's progress at the conclusion of the program year (June/July).

## 5. If an Existing PEPP Is in Place

- a. Ongoing Provider review:**  
The employer and the P-ECC will review the current program progress for each staff member.
- b. Assessment of progress:**  
Determine whether staff members are on track with their program requirements.
- c. Plan updates:**  
Update the documented employer supports or plan of work as necessary to ensure continued compliance and progress.
- d. Staff consultation:**  
Meet with staff members to discuss ongoing needs and any required adjustments to the plan.
- e. Mid-Year Provider progress review:**  
The employer will conduct a mid-year review of Provider progress.
- f. End-of-year Provider progress review:**  
A final review will be conducted jointly by the employer and the P-ECC to assess overall progress and compliance.

Gains in a young child's development are increased when the child has meaningful relationships with responsive adults who have a sophisticated understanding of early childhood education. For this reason, it is critical there is no more than one teacher on a PEPP at any given time, in each GSRP classroom. The PEPP should be reviewed yearly for 3 years and must show evidence of yearly progress. Once a PEPP has been initiated for the GSRP staff member, it will be upheld through the end the allowable time or completion, whichever is sooner, and does not start over with a new employer.

In the event that a staff member is unable to complete the PEPP as outlined, they will become ineligible to retain the designated job title within a GSRP classroom in Wayne County until they have successfully fulfilled the requirements of their predetermined credential. Should documentation supporting an extenuating circumstance be provided, an extension for the completion of the PEPP may be considered; however, an extension is not guaranteed.

- 6.** 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

7. A written report will be shared with each Provider. A follow-up meeting will be scheduled as needed. If areas of improvement are found, Wayne RESA 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).
8. 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. Wayne RESA will be responsible for the following:
  - a. Wayne RESA will assign a Classroom ECC or ECS to complete the Classroom Coach assessment.
  - b. Wayne RESA 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. Wayne RESA will provide feedback and support. Wayne RESA will share resources and provide professional development to support

subrecipients.

4. Wayne RESA Subrecipients will be responsible for the following:
  - a. Wayne RESA 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. Wayne RESA 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. Wayne RESA will be responsible for the following:
  - a. Wayne RESA will communicate necessary deliverables and associated timelines for the Michigan Registry Staff Information Report.
  - b. Wayne RESA will coordinate Michigan Registry support as needed for Wayne RESA subrecipients.
3. Wayne RESA Subrecipients shall be responsible for the following:
  - a. Wayne RESA Subrecipients will require that all Lead Teachers and Associate Teachers create a Michigan Registry account and complete the entire individual profile.
  - b. Wayne RESA Subrecipients will require that all Lead Teachers and Associate Teachers include salary requirements.
  - c. Wayne RESA Subrecipients must create a Michigan Registry organizational profile.
    - i. Ensure the following are complete and correct:
      - 1) Provider 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) Classroom tab.
        - a) Each Lead and Associate Teacher must be enabled for GSRP.
      - 3) Employees tab.
        - a) Each Lead and Associate Teacher must be enabled for GSRP.
  - d. Wayne RESA subrecipients are responsible for managing invites and verifying staff's employment status.
  - e. Subrecipient Michigan Registry resources: [miregistry.org/resources/](https://miregistry.org/resources/)



## Procedure for Recordkeeping

Wayne RESA 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. Wayne RESA will adhere to the following procedures:
  - a. All Subrecipients' contracts are housed and maintained at Wayne RESA.
  - b. All Provider 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 Wayne RESA.
  - d. ISD-wide data will be kept at the Wayne RESA when reasonable and appropriate.
  - e. Personnel records for any GSRP staff employed by Wayne RESA 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 Wayne RESA.
  - 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.



# X. 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

Wayne RESA 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.

All GSRP staff are required to attend training which focuses on de-escalation and preventative strategies to manage challenging behaviors, emphasizes positive behavior supports and aims to reduce the need for restraints by providing staff with the skills to prevent and manage crisis situations effectively. Additionally at least one staff member must attend training that supports understanding and practice in safely using restraint as a last option. Additionally at least one staff member is identified as the key personnel and must attend training that supports understanding and practice in safely using restraints as a last resort.

2. Child outcome data will be analyzed at both the Wayne RESA 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 Wayne RESA.
3. Wayne RESA, in coordination with the subrecipient, will review classroom quality data as well as Provider classroom improvement efforts to plan additional meaningful professional learning opportunities.
4. Wayne RESA will authorize meaningful professional learning, based on county-wide data, for teaching teams which could be facilitated by Wayne RESA, 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. Wayne RESA 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 Wayne RESA. Participants should verify this prior to registering.



# 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

Wayne RESA 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 Provider requirement (ECS, director, teacher).

### Who/Members:

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

1. ECS/ECC
2. School or Provider 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 key to successful family engagement. The subrecipient will ensure that home visits and family/teacher conferences involve families in the child’s education by providing a minimum of 4 family contacts a year, 2 forty-five minute home visits and 2 thirty minute family/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 Provider:

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

3. Attending formal family/teacher conferences.
4. Participating in developmental discussions regarding the 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 shared, home visits should never be completed in a public space (e.g., 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. Each home visit should last 45 minutes.

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. Conferences should last a minimum of 30 minutes.

During the conference:

1. Jointly revise the individual learning goals using Wayne RESA'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. 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 Great Start Collaborative.



### 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. Wayne RESA 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.

# XIV. 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 Wayne RESA 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 Wayne RESA'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.

# XV. Conflict of Interest Policy

Wayne RESA 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., Classroom or Program ECC, ECS, Director, Provider Administrator) if:

1. They are a:
  - a. Relative (related by blood, marriage or other legal relationships) with someone in the GSRP program.
  - 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 Wayne RESA 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.

Any individual that fits the above criteria of this policy must disclose any actual, potential, or perceived conflicts of interest to their Wayne RESA Program ECC, using the Conflict of Interest Disclosure Form. This disclosure should occur:

- a. Upon initial hiring or appointment,
- b. Annually, and
- c. Whenever a new conflict arises.

## 5. Procedures for Managing Conflicts

Upon disclosure, the WCRESA leadership team will review the matter and determine whether a conflict exists. If it does, appropriate measures will be taken, such as:

- a. Delineation of responsibilities and measures that will be taken to ensure the conflict does not get in the way of the assigned duties
- b. Reassignment of responsibilities, or
- c. Disqualification from the related activity or role.

## 6. Confidentiality

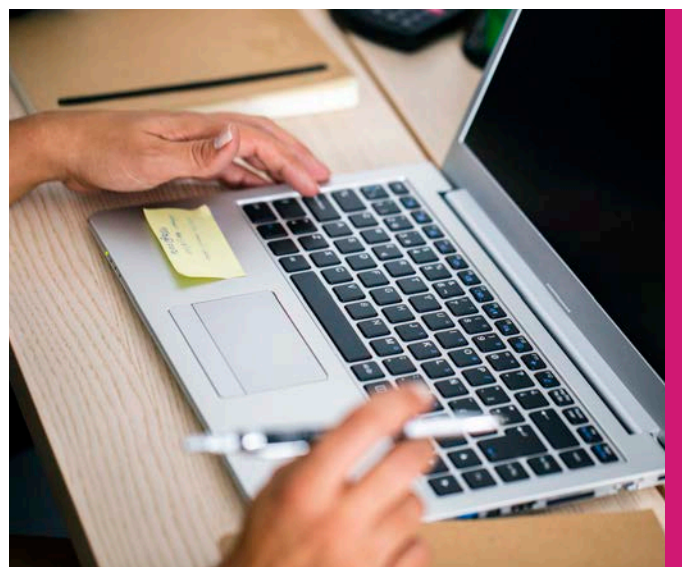
All conflict disclosures will be handled with discretion and shared only with those who need to know in order to address the issue appropriately.

## 7. Enforcement and Consequences

Failure to disclose a conflict of interest or comply with this policy may result in a Corrective Action Plan

## 8. Annual Acknowledgment

All applicable individuals must sign an annual acknowledgment confirming they have read, understood, and agreed to comply with this Conflict of Interest Policy.



# XVI. 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”; Providers 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, Providers have a Child Find obligation. Child Find states that if the Provider suspects a child has a disability, the Provider 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
  - 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 Wayne RESA program consultant

# Federal Law



## Policy

At no time does the GSRP grant or Wayne RESA 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 classroom measures (TS GOLD or COR)
3. The Provider 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



## XVII. 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

- b. C-ECC/ECS reviews BIRS data to analyze patterns and trends; teaching team will gather data broadly (ex. ASQ-3, ASQ: SE2; IDP, etc); C-ECC/ECS shares data with P-ECC and program administrator.
- c. C-ECC/ECS works with teaching teams to select Tier 2 strategies to implement for two weeks and communicates any ongoing challenges; C-ECC/ECS talks with P-ECC and program administrator about tier 2 strategies and provides updates; if child makes progress C-ECC/ECS continues to support teaching team.
- d. If Tier 1 practices are fully implemented and further support is needed, ECC/ECS request RESET team member observation; RESET team member observes child and provides post observation feedback and Tier 2 strategy suggestions; two week follow-up meeting is scheduled.
- e. If behaviors continue to escalate and intervention is warranted, the RESET team will initiate a request for Tier 3.

## 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 of the EC PBIS RESET Team Process Flowchart should be utilized:
  - a. Contact ECC/ECS for initial support with behavior of concern; track behavior with BIRS; C-ECC/ECS schedules focused observation using ECPBIS focused observation form to ensure Tier 1 practices are fully implemented.





## 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 R 400.8280—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



# MILEAP

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Danielle Funderburg • Lynda S. Jackson • James Petrie

**Superintendent:** Daveda J. Colbert, Ph.D.

*Wayne RESA is an equal opportunity employer.*

