

Dearborn Heights School District # 7

Great Start Readiness Program



Play, Learn, and Grow Together

Parent Information Handbook



Welcome to the Great Start Readiness Program

We are very happy to have an opportunity to work with your child this year. We hope to be able to form a team with you to further your child's intellectual, social and emotional development and to help and support your parenting efforts. The Great Start Readiness Program is a free preschool program funded by the Michigan State Department of Education for four year olds who have identified life factors which may place them at risk of educational failure. Research indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same background who did not attend a high-quality program.

The purpose of the Great Start Readiness Program is to provide a high-quality preschool program targeted to four year olds at risk of school failure. Dearborn Heights School #7 recognizes the value and need for quality early childhood education programs for children four years old. It is the period of rapid growth and development and is critical to the development of well-being, trusting relationships, and a growing knowledge of their world. Through the Great Start Readiness Program we offer a program that supports the growth of our four years old in a nurturing and caring environment aimed at preparing them for kindergarten and school success. In addition, to strengthen learning at home and strengthen positive child outcomes, the program provides for active and continuous involvement of parents in the learning process.

Philosophy:

The Great Start Readiness Program Preschool is committed to the development of lifelong learners who will one day become productive members of an ever-changing global society. We believe it is our responsibility to create a safe environment for learning, while meeting the academic and emotional needs of each child.

We believe it is our responsibility to model fairness, citizenship, trustworthiness and respect for all students while encouraging tolerance and respect for differences within our community. We are involved in a continuous school improvement plan dedicated to the improvement of student achievement. The staff is dedicated to achieving our goals through a cooperative effort of parents, students and community. Together we can make a difference. We can make the educational journey a successful one for all of our students.



Our Goals for your child are:

Our primary goal is to provide a high quality preschool experience that will prepare your child socially, emotionally, cognitively, and physically for kindergarten, school success and for life.

1. To give each child a good feeling about himself/herself.
2. To help each child learn to get along with other children and adults.
3. To promote good physical, social, intellectual and emotional development
4. To help each child grow toward independence.
5. To nurture in each child the love of learning.

Our Program Believes:

- Children are special! Each child is unique in terms of personality, developmental level, learning style and cultural background.
- The family is the primary influence in the development of the child and therefore must be a direct participant in the program.
- The needs of the child are diverse and go beyond the educational to social, medical, dental, nutritional, and mental health.
- Preschoolers learn best through their own active, “hands-on” experience at home, at school, and in the community.
- Parents/Guardians are a child’s first and most important teacher.

Profile:

The Great Start Readiness Program is a free preschool program funded by the Michigan Department of Education for four-year-olds who have identified risks for academic difficulties, and are from low-income families. Preschoolers must reside within the Dearborn Heights School District # 7 geographical area.

Our primary goal is to provide a high quality preschool experience that will prepare them socially, emotionally, cognitively, and physically for kindergarten, school success, and for life.

The program is slotted for 48 children in a full day preschool residing within the Dearborn Heights School District #7. Students attend four days a week (Tuesday through Friday) from 8:00 a.m. to 3:05 p.m. Friday is scheduled for the staff to plan the week’s lessons and other duties, such as meetings or parent teacher conferences.

Each classroom is staffed by a lead teacher, with the minimum of a Bachelor's Degree in Early Childhood Education and an associate teacher, with a CDA (Child Development Associate) certification. An Early Childhood Specialist with a Master's Degree in Early Childhood serves as a mentor, coach, and program evaluator.

Recruitment:

On-going efforts are in place to identify and reach children and families most in need or at-risk. Partnerships with local service agencies and Head Start programs assist in connecting with families through media, fairs, meetings, etc. Prospective children are entered into a data base on a wait list, and formally considered for enrollment after the application has been completed and eligibility factors have been identified and documented and prioritized.

Enrollment Policy:

Current legislation describes a three-year process to move the eligibility date for kindergarten from December 1 to September 1. Therefore, these date changes have a direct impact on GSRP eligibility. Each year children will need to be four by the gradually changing date provided for kindergarten.

Children will be enrolled based on expected program funding and in consideration of the GSRP prioritization process. A completed application does not imply acceptance. Applications must be completed and returned to the Child Care Office. As applications are returned to the office, they will be reviewed and prioritized.

Registration/Admission:

Eligible children are those four year olds who meet certain at-risk criteria. List of at-risk factors are available at the office upon request. The program serves four year old children in the school year directly preceding kindergarten; age-eligibility guidelines will mirror those for kindergarten, but pertain to four year olds. Slots will be filled based on need, with low income being a priority among factors which put children at risk educationally.

In order to register your child in the Great Start Readiness Program (G.S.R.P.) you must supply the following documents:

- Proof of income
- Certified copy of child's birth certificate
- Immunization Record
- Health Appraisal
- Free and Reduced Lunch Application
- Documentation of Eligibility Factors
(Determined at time of interview or after review of application)
- Proof of Residency
- Emergency Card

These forms must be in your child's file before he/she may begin school.

All files confidential.



Confidentiality:

All student records are confidential. The use of information maintained in the student's data file concerning preschoolers and their families will be limited to purposes directly connected with the administration of the program. *The staff will respect each family's right to privacy.* No other use of this information shall be made without prior written consent from the parent(s)/guardian(s) except as needed when child abuse or neglect is a concern. As a parent you have the right to withhold from publication any directory information or material that relates to your child. If you do not want your child photographed or videotaped, or their works published, you must indicate on the forms provided in the registration packet. Parents have the right to read and review their own child's records. If you are interested in reviewing your child's records, notify the office and make an appointment to review them with the preschool director.

Attendance Policy:

Teachers develop individual plans for each child based on their observations and assessments. In order for a preschooler to experience maximum benefits, it is essential that your child maintain regular attendance. If your child will not be in school due to illness or other necessary absence, please notify your child's teacher prior to the start of school. You can leave a message or inform the child care office.

- Three consecutive absences without notification will result in a telephone call to determine the reason for the absence and offer assistance as needed.
- Six consecutive absences (a week and the next two days of the following week) without notification or a doctor's note may result in a note home and possible consideration for exclusion from the program.
- A pattern of consecutive absences (a week in attendance, a week absent, etc.) without proper documentation or notification may result in exclusion.

Diversity and Multicultural Principles:

Children feel secure and successful when adults interact positively with them (listening, conversing with interest and respect, using a calm voice to problem-solve). Warm, sensitive, and nurturing interactions are beneficial for children's development. Creating a "climate of mutual

respect for children by being interested in their ideas, experiences, and products” and “developing individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive” promote positive developmental learning for all.

Diversity includes race, ethnicity, disabilities, sexual orientation, gender, religion, culture, function, hierarchy, physical ability, physical appearance, language, lifestyles and geographical origin. Dearborn Heights School District #7 values and supports diversity along with our families and our community.

The purpose of multicultural programming within the preschool program is to assist staff and families learn more about themselves and their communities by learning to understand the culture of others. Learning values and attitudes also helps to provide insight into the lives of others.

Classroom Policies/Daily Schedule:

Children should arrive and be picked up on time. Parents must escort children to the classroom and pick them up at the classroom door.

CLOTHING: Please send children to school in play clothes or older clothes that paint and glue won't harm. We try to protect clothing but can't control every situation. We encourage exploration and self-help so children should have clothing that is comfortable and that they can manage, particularly in the bathroom.

We play outside most days, except when raining or extremely cold. Children need clothing appropriate to the weather.

Inclement Weather Procedures:

Students will stay in under the following conditions:

Rain

Extremely muddy conditions on the playground

When the temperature falls below 25 degrees considering the wind chill

Please provide a change of clothing to be left at the classroom for your child including underpants, socks, shirt and pants. It should be sent in a small resealing bag, clearly labeled in permanent marker with the child's name.

SHOES: Rubber soled, laced or velcroed shoes are best for school. Slip-ons, sandals, dress shoes, and slippery-soled shoes can cause tripping and slipping. Boots are needed for snowy weather, but shoes should be sent to school for use indoors.

PLEASE DO NOT SEND YOUR CHILD TO SCHOOL WITH GUM OR CANDY IN HIS/HER MOUTH OR POCKETS.

The daily routine includes:

Greeting Time – a transition between home and school. Children gather together with the teachers, talk informally with one another and with adults.

Plan-do-review – is the largest part of the daily routine. It consists of the following segments:

Planning time: Children indicate (through gestures, actions, talking, drawing or writing in various ways) what their intentions are for the work time

Work time: For about 45 – 60 minutes, children carry out their plans, playing and working throughout the room. During work time, children carry out their plans, making choices about where and how to use materials while adults support children's efforts by listening, encouraging children's language, imitating children's ideas and words, and commenting on specific attributes of children's work. Work time is followed by cleanup time, when everyone puts the materials back where they are stored and helps to clean up the room.

Recall time: Children are encouraged to remember something they did during work time, and share it in various ways.

Snack and meal times – provide an opportunity for relaxed conversations, and sometimes the sharing of stories. For meal times, children and adults sit together at tables and share a family type meal. Students help in the serving and setting up for the meal time.

Large group time – children and teachers gather together for enjoyable shared experiences. During this time children can be singing songs, making music, playing games, listening to a story, or listening to the teacher talk about a new skill. This time is adult-initiated, but not adult-dominated.

Small group time – a time for each teacher to work with a part of the class usually 6-8 children. They explore materials, create things, read books, solve problems, work on a project, play games, or do a learning activity. This time is adult-initiated, but not adult-dominated.

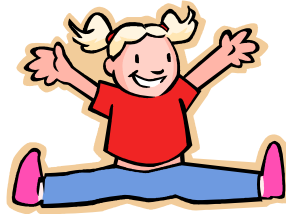
Outside time – allows time for children to play outdoors, use their large muscles, and be in contact with nature. Adults intentionally support and extend children's plans. Children are provided two thirty minutes of physical activity per day. This time is additional to the time needed for adults to support children dressing themselves or transitioning to outdoors. The outside time will be daily unless prevented by inclement weather conditions such as heat, rain or wind chill.

Rest time – A period no longer than one hour, while accommodating for the individual needs of the children. Children who do not sleep will be allowed to sit quietly and choose a book or activity to complete while on their cot. Children will assist staff in putting out the cots, getting their own blankets and transition items. Adults can assist children by moving among the children in an unhurried fashion, having quiet conversations and providing soothing touch. Soft music may be played during this time as a means of soothing the children's transition to rest time. At the end of rest time children will assist in the transition by putting away their cots, blankets and transition items.

Curriculum: What will My Child Learn?

An Old Chinese Proverb says:

I hear and I forget,
I see and I remember,
I do, therefore, I understand.



The Great Start Readiness Program preschool provides opportunities that enable adults to create engaging classrooms where children grow through active participatory learning. The curriculum's incorporation of the plan-do-review process, support in developing conflict resolution skills, and focus on adult scaffolding of the learning produce an early learning environment where all children can thrive. Opportunities for key experiences in learning are presented throughout the day. Activities are planned to foster growth in the following curriculum areas:

- Initiative
- Social Relations
- Creative Representation
- Music and Movement (Large and small motor skills)
- Language and Literacy
- Mathematics

There is a balance of child initiated and teacher initiated activities during the day. Children's own efforts at their own developmental level are encouraged as opposed to teacher prepared projects. Developing an attitude of competence is the primary goal of the curriculum. By supporting and gently extending children's learning within content areas, teachers ensure that each child is learning and growing in all areas of development.

Every family is encouraged to read each day with their child. Throughout the year we will provide a variety of resource materials and parent workshops to give suggestions that promote children's language development and literacy.

Our curriculum is made of a series of daily activities to help your child develop and learn. The **High Scope Curriculum** is a research-based program focusing on developmentally appropriate practices important for the growth of your child. Developmentally appropriate practices means teaching in ways that match the way children develop and learn so as to promote their optimal development and learning.

The High Scope Curriculum for Preschool addresses children's development through eight content areas. Each one includes key developmental indicators, or specific learning experiences. The curriculum defines *what* to teach; *why* the content and skills are appropriate expectations for young children; and *where, when, and how* to teach effectively. It is linked to an assessment system so the teachers can use information from assessments to plan and guide instructions both for individuals and groups of students.

The High Scope Curriculum for Preschool is based on five fundamental principles. They guide the teacher's planning and help them to understand the reasons for intentionally setting up and operating our program in particular ways. These principles are:

- Positive interactions and relationships with adults provide critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

Screening and Assessment:

Screening and Assessment is one way to determine if a child is developing as expected. Children are assessed by using teacher observations and notes, parent input, caregiver input, skill checklists, and surveys. To support ongoing assessment of students, teachers use COR Advantage. This tool measures the developmental levels of all children, regardless of their background or abilities. COR Advantage focuses on children's naturally occurring activities—allowing for a broader assessment of each child's development.

All through the year, teachers will be making written observations of the children as they work and play. A report of each child's progress will be shared with parents four times during the school year. Evaluation includes an initial screening (Ages and Stages Survey) to assist in developing individual goals for each child. Using COR children will be assessed three times a year. In addition a preschool assessment tool will be used throughout the year to determine how students are progressing on the early childhood standards for preschoolers.

Parents will be asked to complete an online Ages and Stages survey. Once the survey is completed parents will be sent information as to their child's level of development and how to help their child's development.

Screening and assessment is one way to determine the need for further intervention and is a service provided to each child. All screenings and evaluations conducted for referrals and special education need parent permission.

Holidays and Days Off:

The Great Start Readiness Program will follow Dearborn Heights School District #7 calendar. A calendar will be posted in the classroom and sent home each month to inform you of class events and days off. We will have additional days off for specific program needs such as Parent Teacher Conferences and Professional Development Days.

We will observe the following holiday's recesses: (Please refer to the district or classroom calendar for exact dates and time periods.)

Thanksgiving
Christmas through New Years Day
Mid-winter break
Martin Luther King Day
Good Friday and Spring Break
Memorial Day



School Closings:

Classes may be canceled due to hazardous building or weather conditions. School closings are announced on the radio after 6:00 a.m. or any local news channel. You may also receive an automated phone call indicating that school is canceled.

Field Trips:

Field trips will be taken frequently during the school year. Permission slips will be sent home prior to each trip. Parents are encouraged and welcomed to attend when possible. However, there are times when the number of chaperones must be limited. A signed permission slip **MUST** be returned to school prior to the trip. You will receive notice of any trips in advance.

**** For all chaperones—School policies of *NO SMOKING* apply on all field trips****

Arrival and Pick-Up Policy:

When bringing your child to school, do not arrive long before school begins. All families will remain outside until the school doors open. Your child must be accompanied into the classroom each morning by a parent or a responsible adult (18 years or older) who should then notify a teacher of the child's arrival. Once school begins, a responsible adult must enter with the child through the front doors and escort the child into their room. The parent or responsible adult must also come into the classroom to pick up the child. A sign-in and sign-out sheet must be signed at arrival and pick up. Children will not be released to anyone whose name is not listed on the Child Emergency Card.

Parents must be on time to pick up their child from preschool. **“PLEASE BE ON TIME!”**

All persons (including parents) picking up a child must provide identification upon the request of the staff.

Health and Safety:

Each child's health and safety is a matter of major importance. Good health habits, such as hand washing are stressed throughout the year. Tables and bathrooms areas are disinfected daily. Covering one's mouth when sneezing or coughing and routine hand washing are stressed throughout the year. In addition, your child will be brushing their teeth after lunch. Despite all efforts, it is still a close environment in which contagious illnesses can be easily transmitted.

DO NOT BRING YOUR CHILD TO SCHOOL WITH THE FOLLOWING SYMPTOMS:

- A fever
- Red or runny eyes, sneezing or discharge from the nose
- A persistent or hacking cough
- Has been vomiting within the last 12 hours
- Has been on antibiotics less than 24 hours
- Had diarrhea within the last 12 hours
- Rash (any skin eruption- particularly if red, swollen and/or draining)

Please notify the teacher if your child will not be attending, and the nature of the illness. In the case of communicable disease, the program will adhere to Dearborn Heights School District #7's guidelines concerning readmittance.

If children appear to have symptoms of illness during the day the parent will be notified. It is important that parents pick children up immediately, as no area is available to isolate an ill child within the classroom. If your job prohibits this, please make arrangements for a back-up person to be available for such an emergency. This person's name must be written on the Child Emergency Card so that the child may be released into their care.

In case of injury, the teacher will make an immediate attempt to contact a parent/guardian. When a parent cannot be reached, the teacher will contact the person designated on the Emergency Card. If necessary, the teacher and the principal may call an ambulance. Until the arrival of the

parents, the office staff, teacher, or other staff will be in charge and make all decisions concerning the care of the child. It is to the child's benefit that you keep the teacher up-to-date on phone numbers, emergency numbers, and other pertinent information. If your child has a medical condition or allergy that might be important in an emergency situation, please indicate this on the emergency card as well.



Emergency Procedures:

Emergency cards must be turned in at the time of registration.

The staff must be able to contact you at all times in case of an emergency. Please be sure to notify the staff if there is any change in your home address, phone number, work phone or emergency information. We must always have a way of reaching parents or a responsible emergency contact while children are in school. Parents must provide the school with names, addresses and phone numbers of neighbors or relatives living in the community who may be reached for an emergency. These emergency phone numbers must be different than the parents or guardians numbers that are listed. The information on the emergency card is also used to determine to whom we will release your child. Your child will not be allowed to go home with anyone whose name is not on the emergency card without prior notification and proper ID.



Medication:

Medication cannot be administered to any child unless written permission has been given by the parent/guardian and signed by the physician according to Michigan State Law. Any medication sent to the classroom must be in the original container and properly labeled with the child's name, physician's name, instructions, and name and strength of medication. The physician and parent must complete an Authorization for Medication form before any medication will be dispensed. Forms are available in the general office and can be obtained by the teacher. This is a medication policy of Dearborn Heights School District #7 adopted by the Board of Education.

Discipline Policy:

The ultimate goal of discipline is to assist the child to become a self-disciplined, mature adult who accepts responsibility for his/her actions. At each age a child can assume some measure of self-control and therefore responsibility for his/her actions. The goal is to foster self-control and self-discipline, as it is appropriate for each age and to support the children as they practice and master these skills.

1. Consequently, the following principles of developmental discipline guide the action of the staff.
2. Understand developmental characteristics, behaviors, and needs. Be honest, reasonable, and realistic in the expectations of children.
3. Focus on/give positive attention for appropriate behavior. Ignore inappropriate behavior as much as possible. Try to keep the “no’s” to a minimum.
4. Anticipate and plan ahead to prevent possible problems. Structure or restructure the environment to prevent possible problems. Redirect a child to avoid potential problems or conflicts.
5. Be consistent. Make rules that can be enforced.
6. Identify and accept a child’s feelings. Correct behavior by telling the child what he/she did wrong, and then tell the child what to do in a positive statement.
7. Remain calm
8. Remember the long-range goal of SELF-DISCIPLINE. Give growth-fostering direction. Encourage independence. Offer choices and allow children to make as many decisions as possible within the necessary limits.

The staff, parents and any other persons are PROHIBITED from using the following means of discipline while in the Great Start Readiness Preschool:

- Hitting, shaking, biting, pinching or inflicting a form of corporal punishment
- Restricting a child’s movements by binding or tying him/her (appropriate physical restraint may be necessary to prevent self-injury or injury to other persons or facilities.)
- Inflicting mental or emotional punishment, such as humiliating, shaming or threatening a child
- Depriving a child of meals, snacks, rest or necessary toilet use
- Confining a child in an enclosed area such as a closet or locked room.

When preventive and structural measures do not work and external discipline is required, the child is removed from the immediate situation to our classroom safe place, where children are encouraged to sit while regaining control. After a few moments a staff person discusses the situation with the child, helping them find appropriate means of dealing with the situation and at the same time making clear the limitations placed on their behavior and the reasons why.

In exceptional cases, additional alternatives may be employed, such as temporary removal/suspension, and requests for evaluation and/or consultations. Cases will be handled on an individual basis in cooperation with parents and in accordance with the school districts policy on discipline.

Parent Involvement:

Parents are encouraged to visit and participate in the classroom at all times. Spend a whole or half day or as much as you are able. Parents who are unable to help in the classroom, may assist by going on field trips, preparing materials for the classroom, arranging parties, sharing a talent, cultural item, family tradition, or interest with the children.

Teachers will make two home visits (one prior to school starting and one at the end of the year) by appointment. Parents and teachers will have two conferences, by appointment. These visits/conferences are required. Additional conferences can be arranged if the parents or teachers feel there is a need.

Parent Involvement opportunities:

1. Attend field trips with your child
2. Participate/volunteer in the classroom
3. Assist in planning of activities for parents and children
4. Work with your child at home in cooperation with school staff
5. Participate in the various parent workshops or family night
6. Participate or attend the various parent meetings, which help in the process of making decisions about the nature and operation of the program
7. Attending conferences

We encourage and appreciate our parent volunteers. Each program is responsible to do background checks on individuals who volunteer in school. Volunteers are a valued gift to our students and staff.

Parent Advisory Committee:

The Parent Advisory Committee consists of parents and staff working together to decide what education and learning experiences children will receive. ALL PARENTS who have children enrolled in the program may attend these meetings and voice their opinions. Two parents from each classroom are needed to be ongoing members of the Parent Advisory Committee. Meetings are held a minimum of three times per year and usually on a Monday to enable the staff to attend. Parents have the opportunity for decision making and sharing their opinions regarding the program.

Parent Meetings:

Parent workshops or meetings are held three times per year. Most are planned to expand parents' knowledge in some area of parenting, such as discipline or how children learn. Unless you are at work or school, your participation at parent meetings are expected. Studies have shown that children whose parents are involved in school functions are most successful.

Suggestions, Problems, and Concerns:

- Please share suggestions, problems or concerns with the teacher and/or director. Parent school communication is vital to the well being of children.
- Staff will make every effort to keep you informed about your child's day. If there is information about your child or family that you think will be helpful to the staff, please share this with them. They will use that information to best help meet your child's needs.
- Each year parents are surveyed to provide the staff information to help meets the needs of children and families better. Your participation in these surveys is appreciated.

Program Monitoring:

Program Monitoring and assessment is on-going to assure delivery of quality services to children and families. The preschool is monitored by Wayne County Regional Education Service Agency (WCRESA), Michigan Department of Education –Early Childhood and Family Services, Great Start to Quality and Michigan Department of Human Services. In addition, the program must adhere to the standards in the Michigan Early Childhood Standards of Quality for Prekindergarten, along with procedures outlined in the Great Start Readiness Program Implementation Manual.

Staff Qualifications and Staff Development:

The Great Start Readiness Program is administered by the early childhood supervisor and child care director. All lead teachers are degreed and certified to work with preschool children. The Associate teachers have CDA (Child Development Associate) certification. The school district, Michigan Department of Education and the Department of Human Services requires annual professional development for all program staff. All staff are screened, oriented, supervised and assigned appropriate duties.

Evaluations:

All through the year, teachers will be making written observations of the children as they work and play. A report of each child's progress will be shared with parents, using the Child Observation Record. Evaluation includes an initial screening to assist in developing individual goals for each child.

Withdrawal Procedures:

Parents or guardians choosing to withdraw their child from the Great Start Readiness Program must notify either the child care director or program supervisor. They may choose to call the office at 313-203-4200 or come into the office to declare their intention.

When requesting the withdrawal of a student from the Great Start Readiness Program, the parent or guardian must state the following:

1. Their complete name and relationship to the child
2. Their address and phone number
3. Provide a means of identifying themselves as the parent or guardian
4. The child's name and age
5. The name of the child's teacher
6. The date of the withdrawal or the last date the child will be attending classes.

If the child has not attended the program after the parent or guardian registered the child, they may call and inform us that their child will not be attending the program.

We trust you will be pleased with the quality of our program and the professional competence of our teachers. We wish to be helpful to you in all your parenting needs and concerns. We hope you and your child will enjoy your year with us.



Tuition Policy

Dearborn Heights School District #7 GSRP Tuition Policy

MDE Policy:

- All families who earn over 250% poverty per year must pay tuition to GSRP.
- Tuition fees are in addition to the per child allocation
- Income is the determining factor in deciding whether children with IEPs will be enrolled in GSRP classrooms. Children who are over income and IEPs should be accepted if (1) you have not filled all your slots with children under 250% poverty and (2) they have less income and more risk factors than other over income children who have applied to your program. Over income children with IEPs who are enrolled in GSRP should not be charged tuition. Children with special needs qualify on basis of income and overall risk.
- The number and severity of risk factors must be used to determine eligibility of over income children. Each sub-recipient must have selection criteria to determine how they will incorporate income and other risk factors into acceptance of over income children.

- All tuition fees must be used for the benefit of the GSRP program and spent in the same program year in which they are collected.
- Late payment fees are permitted only to recoup collection costs
- If a family situation changes during the year, they may request a re-calculation of income to determine a lower (or not) tuition. Tuition should not be assessed if a family's income increases after the initial intake.

Dearborn Heights #7 Policy:

- Determines if a family is considered over income at time of enrollment. Over income families are any family who earns over 250% poverty per year.
- Over income families will be accepted if (1) all slots have not been filled with children under 250% poverty and (2) they have at least 2 additional risk factors.
- Children with IEPs will be accepted according to MDE's policy.
- Determines the payment schedule and how/where to make the payment.
- Calculates income and tuition fees at the time of enrollment. If a family's situation changes during the academic year, families may request a re-calculation of income in order to determine a lower tuition.
- Determines plans for invoicing, including payment schedule, how payments are made and receipt of payment. They will also determine how the confidentiality of family information is maintained.
- GSRP personnel will collect and retain tuition payments
- Personnel will keep track and families of 250% of FPL and report payment schedule/information to Wayne RESA annually.
- Will disseminate tuition policies to enrolled families and program staff.
- Will collect and confirm risk factors for all enrolled GSRP children based upon the Child Risk Factors identified in the GSRP implementation manual.
- Policy will be included in GSRP Handbooks
- Must receive Wayne RESA's permission to enroll families whose annual income exceeds 350% of federal poverty level.
- Over income families will not incur expenses for other portions of the program, such as meals or transportation.
- Over income families enrolling more than one child in the program that same year may receive a 10% discount on each additional child.
- There will be no tuition refunds or adjustments for absences.
- Federal Poverty Level Sliding Fee Scale may be requested at the office.

Sub-recipients must receive Wayne RESA's permission to enroll families whose annual income exceeds 350% of federal poverty level.

Child Abuse and Neglect Child Protection Law:

Definition:

“Child abuse” means harm or threatened harm to a child’s health or welfare by a parent, legal guardian, or any other person responsible for the child’s health or welfare or by a teacher or teacher’s aide that occurs through non-accidental physical or mental injury; sexual abuse; sexual exploitation; or maltreatment.

“Child neglect” means harm or threatened harm to a child’s health or welfare by a parent, legal guardian, or any other person responsible for the child’s health or welfare.

The Child Protection Law states that mandated persons who have reasonable cause to suspect abuse/neglect must IMMEDIATELY make an oral report to Protective Services followed by a written report. Teachers and school support staff are all mandated persons. Parents may or may not be informed of a report.

In case of suspected sexual abuse or sexual exploitation, the local police must be notified immediately.

Kindergarten Transition Information:

You will want to be certain your child’s immunizations records are up to date before kindergarten. The State of Michigan requires a school to have a complete immunization record on file for each student.

You will be asked to present your child’s birth certificate, hearing and vision screening results, and proof of residency prior to being enrolled in kindergarten. Your child must be five years of age on or before September 1st of the year in which enrollment occurs.

Birth certificates can be obtained by contacting the county clerk, city clerk, or village clerk’s office where your child’s birth occurred. You can also obtain a birth certificate by contacting:

Michigan State Health Department
Bureau of Vital Statistics
Lansing, Michigan 48904
Phone: 517-335-8666

Residency within the school district can be documented by providing the following items: mortgage agreement or lease, driver’s license or other picture ID, recent utility bill. School secretaries can answer your questions about residency.

Child's name: _____

1. Does your child know the names of five or more colors?
_____ yes
_____ no
2. Does your child show interest in numbers?
_____ yes
_____ no
3. Does your child recognize some numbers?
_____ yes
_____ not at this time
4. How high can your child count?
_____ not yet
_____ up to five
_____ up to ten
_____ up to twenty
_____ more than twenty
5. Can your child count four or more objects?
_____ yes
_____ not at this time
6. Can your child draw or copy a square?
_____ yes
_____ not at this time
7. Does your child know the names of the following shapes?
_____ circle
_____ triangle
_____ diamond
_____ rectangle
_____ oval
_____ cross
8. Does your child show interest in the letters of the alphabet?
_____ yes
_____ sometimes

_____ not at all

9. Can your child sing the alphabet song?

_____ yes

_____ not at this time

10. Does your child recognize some letters of the alphabet?

_____ yes

_____ not at this time

11. Does your child look at books with pictures and pretend to read?

_____ yes

_____ sometimes

_____ seldom

_____ not at this time

12. When your child pretends to read picture books . . .

_____ it sounds like a story

_____ there is not much connection between the story my child is telling and what's in the picture

13. Can your child actually read the words written in a book?

_____ yes

_____ not at this time

14. After reading stories do you and your child retell them?

_____ yes

_____ not yet

15. Does your child recognize common sounds such as:

_____ church bells

_____ train

_____ birds singing

_____ sirens

_____ car horns

_____ airplane

_____ water running

_____ vacuum cleaner

16. Can your child compare sizes . . .

_____ which of two things is smaller

_____ which of two things is bigger

- when two things are similar
- when two things are different
- which of two things is longer

17. Does your child know the basic concept of:

- in and out
- front and back
- over and under
- up and down
- fast and slow
- hot and old
- empty and full
- top and bottom

18. Does your child understand basic safety rules?

- yes
- no

19. Does your child know the names of the following house hold objects?

- couch/sofa
- bed
- stove
- chair
- wastebasket
- can opener
- refrigerator

Children are more likely to have a successful kindergarten year if they:

- Enjoy listening to books read by family members.
- Know their first and last name, and are learning address and phone number.
- Are trying to write their name.
- Are able to eat a snack independently.
- Are able to sit and listen to a story (approximately 10 – 15 minutes).
- Can sing a few simple songs.
- Enjoy nursery rhymes and fairy tales that are read to them.
- Can recognize and name basic colors.
- Are beginning to recognize basic shapes
- Zip and button clothes and put on shoes.
- Talk about what they are doing and seeing when visiting places, such as the grocery store, post office, library, etc.
- Make their own decisions and explain why they have chosen that decision.
- Choose to use crayons, paper, and scissors to create with.
- Listen and follow directions.
- Have independent bathroom and personal hygiene skills.
- Interested in school.
- Can transition from one activity to the next.
- Can separate from parent.
- Doing beginning counting

Parent Notice of Program Measurement*

Dearborn Heights School District #7 GSRP preschool program is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families.

Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Please contact:

- Dearborn Heights School District #7 GSRP, Linda Zibbell, Director at 313-203-4200
- The MDE Office of Great Start, Early Childhood Education and Family Services, at
 - o mde-gsrp@michigan.gov,
 - o 517-373-8483, or
 - o 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

Compact for Education:

Student Responsibilities:

- ❖ Take responsibility for bringing homework and communication folders to and from school.
- ❖ Follow classroom and school rules
- ❖ Show respect for all members of our school family
- ❖ Take responsibilities for communicating basic needs and carrying out basic activities

Parent Responsibilities:

- ❖ Make sure my child gets enough rest and nutrition
- ❖ Make sure my child attends school on time ready to learn everyday
- ❖ Support school and classroom rules
- ❖ Encourage independence in daily activities
- ❖ Talk and listen to my child everyday
- ❖ Be actively involved with school staff and my child's teacher

Teacher Responsibilities:

- ❖ Dedicated to being lifelong learners
- ❖ Maintain open communication
- ❖ Use a variety of developmentally appropriate practices
- ❖ Be actively involved in the community
- ❖ Have respect and awareness of families' cultural background
- ❖ Foster a love of learning so that children can reach their full potential



It is the policy of the Dearborn Heights School District #7 that no discriminatory practices based on sex, race, religion, color, national origin, disability, height, weight, or any other status covered by federal, state, or local law be allowed in providing instructional opportunities, programs, services, job placement assistance employment, or in policies governing student conduct and attendance. The following person has been designated to handle inquiries regarding nondiscrimination policies: Special Education Director, 20629 Annapolis, Dearborn Heights, MI.