



Readiness Program

Michigan's Nationally Recognized Pre-K Program

Parent Handbook

2024-2026



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WELCOME TO CREATIVE ACADEMICS' GREAT START READINESS PROGRAM!

Creative Academics Learning Center is happy to have an opportunity to work with you and your child this year! We hope to partner with you to further your child's intellectual, social, and emotional development, and to help and support your parenting efforts. The Wayne RESA 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 for four-year-olds at risk of school failure. Creative Academics Learning Center recognizes the value and need for quality early childhood education programs for four-year-old children. It is a period of rapid growth and development that is critical to the development of well-being, trusting relationships, and a growing knowledge of their world. The Great Start Readiness Program supports the growth of our four-year-olds in a nurturing and caring environment aimed at preparing them for kindergarten and future school success. In addition, to strengthen learning at home and positive child outcomes, the program provides for active and continuous involvement of parents in the learning process.

PROGRAM PHILOSOPHY

It is the philosophy of the Creative Academics Great Start Readiness Program (GSRP) that early childhood should be a time of fun, warmth, security, exploration, and discovery. Our staff is committed to the development of a solid foundation for lifetime success. We believe it is our responsibility to create a safe environment for learning, while meeting the academic and emotional needs of each child. Preschool children are creative and receptive, so our staff strives to nurture and encourage these qualities.

RECRUITMENT, SELECTION, AND PLACEMENT

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

For admission, contact the center's main office to see if your family qualifies according to guidelines set by the Michigan Department of Education (MDE). If more families apply than there is space available, children with the greatest need (per the MDE guidelines) will be admitted first. Children with the greatest need will then fill subsequent openings.

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

Copies of the following documents are required before an enrollment application can be accepted:

- Birth certificate for the student
- Verification of income for the family
- Current health appraisal for the student (within the last year)
- Current immunization record for the student
- Copy of driver's license or ID card for parent or guardian

Additional items may also be requested as evidence of the Michigan Department of Education's at-risk factors (i.e., proof of income, doctor's notes for health risks or, IEP's, etc...) and will need to be provided. Necessary enrollment and registration forms must be completed prior to beginning class.

REGISTRATION/ADMISSIONS

Children who are four years old on or before September 1st of the current school year and are fully potty trained (unless there is a documented medical condition) are eligible to apply for acceptance to the Great Start Readiness Program. Admission enrollment procedures are as follows:

1. No child will be denied admission on the basis of race, creed or religion.
2. Applicants will be determined eligible by the GSRP guidelines/checklist.
3. Adequate documentation must be submitted for each qualifying risk factor at enrollment.
4. Classes will be filled on a risk priority ranking followed by a first come, first served basis according to the date the completed application was received at the school.
5. If classes are filled when a parent completes an application, the child's name will be placed on a waiting list.
6. All paperwork, including health appraisal, will need to be completed and submitted before acceptance.
7. As vacancies occur during the school year, they will be filled from the waiting list or from new registrations according to the above procedures.

SLIDING FEE SCALE

Up to 10% of children enrolled throughout the Intermediate School District (ISD) or consortium of ISDs may be from families above 250% of the Federal Poverty Level (FPL) with extreme risk for low educational achievement as determined by number or severity of GSRP program eligibility factors. These families must be charged tuition calculated on a sliding scale, based on family income and determined to be a reasonable amount a family should pay toward the cost of GSRP. The pre-calculated fee is a per-child fee, not a per-family fee. GSRP spaces filled by over-income families are compensated at the current Part-Day or School-Day amount per child. Sliding scale fees are collected in addition to the funded amount provided per child by state school aid funds administered by the Michigan Department of Education (MDE). The sample tuition sliding scale provided in the resources for this section may be adopted or amended. Alternately, the ISD may create a sliding scale of tuition. The written policies and procedures and the fee scale with current approval by MDE need only be

resubmitted if amended. Tuition income and related expenditures will not be reported to MDE, but records must be available for review upon request.

DAYS AND HOURS OF OPERATION

Classes meet Monday through Friday from 8:30 a.m. to 4:30 p.m. The GSRP calendar is based on the Detroit Public Schools calendar with a minimum of 30 weeks, closing for the same holidays, vacations, or cancellation days. GSRP also follows the Detroit Public Schools emergency closing procedures due to inclement weather. Notice of school closings can be found on the DPS K12 website, automated calls, local radio, and television stations.

DRESS CODE AND SUPPLIES

Children in our GSRP program are required to wear uniform to school daily, except for Fridays if they attend Latchkey program, or pre-approved exempt days. Our current approved school uniform is as follows:

- ❖ **Shirt**: Navy Blue or Yellow collared polo top (long/short sleeved)
- ❖ **Pants**: Black, Khaki, or Navy Blue slacks or skirts (jeans are not permitted)
- ❖ **Shoes**: any soft bottomed house shoe, footies/booties, or thick socks to leave wear inside the classroom only; students should arrive to school in shoes comfortable enough to play outside in, and swap into their class shoes/socks when they enter the class.
- ❖ **Face Mask**: All students aged 2 and older are required to provide a reusable face mask to be left in the student's classroom drawer for daily use

At the beginning of the school year, please send in a complete change of clothes and under garments in a Ziploc bag with the child's name on it to be kept at school and used when accidents occur. The extra set of clothes do not have to be uniform.

The child's name should be placed on all outdoor clothing and other belongings to help ensure the return of all their personal possessions. The only supplies that are required will be a blanket for the student to use at naptime.

Please remember to dress your child appropriately for the weather; we go outside every day unless weather conditions prevent doing so. If wet or dirty clothes are sent home, please send a clean set of clothes back to school when your child returns. Mark all clothing items with your child's name. **We are not responsible for lost or damaged clothing, hair, or jewelry items you send your child to school with.**

TRANSPORTATION

School bus transportation to and from class is currently not provided by Creative Academics Learning Center, so parents and guardians will be responsible for dropping off and picking up students daily. Please remember the safety of all children is critical and building parking guidelines will be enforced. The parking lot in the back of the building is for Creative Academic staff only, so

please park in the designated parking lot for parents and visitors in the front of the building only. Do not leave a car running and never leave a child in the car unattended.

If you transport your child to and from school, please arrive and pick up promptly. If you arrive to drop your child off to class early without prior approval from the Program Director, you will not be allowed to leave your child unattended or check them into class until the program begins at 8:30a.m. In the event that your child is not picked up by you at the end of the school day at 3:30, a staff member will attempt to contact the people you have listed for emergencies to pick up and assume the care of your child. If contact is not made and/or the child is not picked up within 15 minutes, your child will be placed in Creative Academics latchkey program and a fee of \$1 per minute (any time exceeding past 3:30 pm) will be expected at the time of pick up.

ARRIVAL AND DISMISSAL

Due to COVID policy restrictions, parents are required to wait in front of the sign in table in the lobby of the front doors for the teacher and their child at arrival and dismissal. You will be asked to sign your child in and out via our BrightWheel app AND our sign in sheet, and children must be received individually by the teacher.

Parents arriving for pre-approved conferences must sign in the Visitor Log at the sign in table. All parents, visitors, students, and staff aged 2 and older must be wearing a face mask and must consent to a touchless thermometer reading, with a temperature reading no higher than 99.9 °F in order to enter the building.

A child will not be released to anyone except a parent or a person whose name appears on the child's information card. Photo ID will be required. In order to deny release of a child to a non-custodial, biological parent, a copy of the legal court document must be on file.

ATTENDANCE

In order to experience the maximum benefits of the GSRP program, it is important that your child maintain regular attendance. Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. **Children who consistently arrive on time and are in school every day quickly master the routine, learn more, are happier to be in school and receive the maximum benefit from our preschool program.**

Please be on time to pick up your child at the end of the school day. In the event your child is not picked up by you at the end of the school day, a staff member will attempt to contact the people you have listed for emergencies to pick up and assume the care of your child. **If contact is not made and/or the child is not picked up within 15 minutes, your child will be placed in Creative Academics latchkey program and a fee of \$1 per minute (any time exceeding past 3:30 pm) will be expected at the time of pick up.**

Reporting Absences

- If your child will not be in attendance, please contact their classroom teacher or the Director via BrightWheel or phone before the program day begins with the reason for not attending.
- If a child is absent and the program is not contacted by the parent, the program will attempt to make contact with the parent after 2 days.
- If the program cannot make contact with the parent for 5 consecutive days, then a letter will be sent to the parent.
- If the program does not receive a response within 10 days of the date of the letter the child may be removed from the program.

Attendance Issues

- If your child accumulates 15 “attendance issues”, (tardy, early pick up, late pick up, and undocumented absences) the program has the right to remove the child for excessive attendance issues.
- When your child has accumulated 5 attendance issues, you will receive a written 1st warning
- When your child has accumulated 10 attendance issues, you will receive a written 2nd and final warning.
- When your child has accumulated 15 attendance issues, you will receive a written letter, indicating that your child has been removed from the program.
 - **What is / is not an “attendance issue”?**
 - **Tardiness** is defined as arrival 30 minutes after scheduled start time. Tardiness is considered an “attendance issue” and may contribute to your child being removed from the program.
 - **Early Pick Up** is defined as removing the child from class 30 minutes or more before the scheduled end time. Early pick up is considered an “attendance issue” and may contribute to your child being removed from the program.
 - **Late Pick Up** is defined as picking up your child from class 15 minutes or more after the scheduled end time. Late pick up is considered an “attendance issue” and may contribute to your child being removed from the program.
 - **An undocumented absence** is one where official documentation is not provided. An undocumented absence is considered an “attendance issue” and may contribute to your child being removed from the program.
 - **Documented absence** is one where official documentation is provided to the school to explain the child’s absence, such as a note from the doctor or dentist office or similar. **A documented absence is NOT considered an “attendance issue” and will NOT contribute to your child being removed from the program.**
 - **Planned Extended Absence:** If you have a planned absence exceeding 15 days and notify the program in writing, your child will be withdrawn. Upon your return, you may notify the GSRP program in writing of your intent for your child to return to the program. Then your child will then be placed on the top of the waitlist and will receive a classroom placement as soon as a slot is available. Please note

that there may be a chance that no slots become available at your return due to the demand of the program.

SCHOOL BEGINS AT 8:30 A.M AND ENDS AT 3:30 P.M.

It will be at the discretion of the Program Director to determine if excessive absences and/or tardiness applies. **Medical documentation must be provided if excessive absences are a result of chronic illness or medical issue.**

PLEASE NOTIFY YOUR CHILD'S TEACHER OF PLANS TO WITHDRAW FROM THE PROGRAM.

CURRICULUM

The curriculum model provides opportunities for children to grow through active learning. The curriculum's incorporation of the "Plan-Do-Review" process, adult scaffolding of learning, support in developing conflict resolution skills, and opportunities for key experiences in learning are presented throughout the day and produce an early learning environment where all children can thrive.

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 we encourage you to attend our parent workshops to learn new ideas to support your child's language and literacy development. Please see the calendar or BrightWheel alerts for workshop and meeting dates.

Our curriculum is made of a series of daily activities and interest areas 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 practice means teaching in ways that match the way children develop and learn 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:

1. Positive interactions and relationships with adults to provide critical foundation for successful learning.
2. Social-emotional competence as a significant factor in school success.
3. Constructive, purposeful play to support essential learning.
4. High-quality learning environments that positively benefit the type and quality of learning interactions.
5. Teacher-family partnerships to promote development and learning.

NUTRITION

A nutritious, well-balanced breakfast, two snacks, and a lunch are provided each day. Menus will be posted on the parent board at the sign in desk. All meals follow the Child and Adult Food Care Program requirements. We comply with rule 400.5110 (6) to ensure children with special dietary restrictions receive their meals and snacks in accordance to their dietary needs. **In accordance with Federal and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.**

To file a complaint alleging discrimination, write to the USDA Office of Adjudication, 1400 Independence Avenue SW., Washington D.C. 20250-9410 or call toll free (866) 632-9992. Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; (800) 845-6136 (Spanish). **USDA is an equal opportunity provider and employer.**

DEVELOPMENTAL SCREENING

Initial screening using the Ages and Stages Questionnaire provides the teacher with a baseline of information needed to plan appropriate activities. Teachers also observe and assess children using COR Advantage, High Scope's research-validated child assessment tool. COR Advantage is a birth-to-kindergarten assessment that assists teachers in supporting children at every developmental level. This guides program planning, staff development, and individualized instruction for each child.

TOILETING PROCEDURES

It is the expectation that all children enrolled in the GSRP program are daytime potty trained. If a child is not daytime potty trained, a potty-training plan will be developed between teachers and parents, so that consistent methodology and expectations are used, both at home and at school, in regards to the child's potty training. As diapering stations are not available in the GSRP classrooms or restrooms, children will be able to use the restrooms, as needed, to handle their own toileting needs. Under adult supervision, the child will be responsible for changing their own pull up / under pants, cleaning themselves with wipes and putting their own pull up /under pants and clean clothing back on. All wipes, pull ups, extra underwear and clothing are to be provided by the child's family.

HEALTH INFORMATION

Each child is required by the State of Michigan to have a health statement on file, which includes a record of up-to-date immunizations and medical examination results with the signature of a physician.

The GSRP teacher must have on file for each child a signed Information Card which includes emergency numbers for reaching the parent or guardian and other authorized persons. If a change of address, doctor, etc. occurs during the school year, the program is to be notified and the card is to be updated immediately. In the case of a medical emergency during the GSRP session, the staff member designated by the Program Director will stay with the injured or sick child and administer first aid. The Program Director will notify the parent/guardian as quickly as possible.

MEDICATION ADMINISTRATION

In order to adhere to the State of Michigan Department of Human Services Bureau of Children and Adult Licensing requirements for administering medication, Creative Academics implements the following provisions:

- All medicine must be prescribed by a physician and in its original container
- The container must have the original pharmacy label, which indicates:
 - Who the medicine is prescribed to
 - The medication's prescription and expiration date
 - The date to begin and stop medication
 - When/what frequency to administer the medication
 - How to administer the medication
 - The amount of medication to administer
 - The storage instructions for the medication
- All medications must have an expiration date (we cannot administer medication after the expiration date)
- The medicine can only be administered to the child for whom it was intended
- The parent must complete a Medication Authorization Form

Medication is stored in a locked cabinet with access limited to authorized personnel. When refrigeration is required, medication is stored in the refrigerator, in a sealed Ziplock bag labeled "medication". It is the parent's responsibility to provide the necessary dispensing supplies for administering the medication.

The medication must be left with the Program Director or Administration for storage and distribution to the student. **No medication is allowed to be sent or carried in by the student.**

ILLNESS AND EXCLUSION POLICY

Children will not be excluded or expelled because of the need for additional behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

Due to our COVID safety policy, children will not be allowed to attend class if any signs or symptoms of infectious or contagious illness or virus is evident. Should a child come to the GSRP classroom when he/she is not feeling well, he/she will be more vulnerable to infection, and puts the other children and staff at risk of infection. It is in the best interest of the ill child and of the other children to have a sick child remain at home. Additionally, a child should remain home if he or she has a short-

term injury or contagious illness that prevents them from being able to participate in class effectively or endangers the health and/or safety of other children and staff.

A child needs to be well to be able to participate actively in the program. If a child is well enough to come to school, he or she is expected to go outdoors with his or her class, weather permitting. If a child becomes ill while at school, the parent/guardian will be called immediately by a staff member. Parent and/or caregivers are expected to pick up the child as soon as possible.

IF YOUR CHILD DISPLAYS THE FOLLOWING SYMPTOMS, THEY SHOULD BE KEPT HOME FROM SCHOOL:

- Coughing, sneezing or runny nose with yellow or green drainage
- Red eyes with drainage and crust
- Rash or spots on the skin
- Fever (99 degrees or above)
- Vomiting and or diarrhea

PLEASE FOLLOW THE GUIDELINES BELOW IF YOUR CHILD HAS BEEN HOME ILL:

- After a fever (99 degrees or above) a child's temperature must be normal for 24 hours before he /she may return to school.
- Child must be free from vomiting for a 24-hour period.
- Child must be free from diarrhea for a 24-hour period.
- **A clearance from the child's physician (ER or Urgent Care clearances will not be accepted) at the end of the child's illness to ensure all symptoms are gone will be required before the child is allowed to return to class**
- **Any child who tests positive for COVID, RSV, or any other upper respiratory infection will be required to quarantine at home for a minimum of 14 days and provide a physician's clearance before returning to class. This is also required if any parent/guardian or family member living with the child tests positive for COVID, RSV, or upper respiratory infection.**

Although a child may ask to come to school when ill, the child must remain at home until well enough to participate in the total program.

HEALTH RELATED RESOURCES

The following is a list of resources available for preschool staff and families who have questions concerning health related topics:

Comprehensive School Health Unit
Michigan Department of Public Health
www.michigan.gov/mde
(989) 373-7247

Centers for Disease Control

Michigan Childhood Immunization Registry

www.MICR.ORG

(888) 243-6652

Teacher's Resources

www.pbs.org/teachersource/prek2.htm

School Health

www.Schoolhealth.org

CULTURAL COMPETENCY PLAN

The GSRP program at Creative Academics recognizes that our young children and their families reflect a broad and rapidly increasing diverse community of language and culture. Cultural competency is a broad concept that impacts student self-worth and acceptance in the classroom environment, therefore we strive to provide a culturally sensitive atmosphere in which all families and children feel welcomed and accepted.

We embrace the National Association for the Education of Young Children's (NAEYC) recommendations that early childhood programs are responsible for creating a welcoming environment that:

- Respects diversity
- Supports children's ties to their families and communities
- Promotes both second language acquisition and preservation of children's home languages and cultural identities.

Our goal is to provide early childhood educators with professional preparation and development in the areas of culture, language, and diversity while actively involving parents and families in the early learning setting. We encourage all staff, faculty, and community stakeholders to provide an atmosphere of respect, integrity, and support of cultural differences. We do not to discriminate on the basis of race, creed, color, national origin, age, sex, sexual orientation, marital status or handicapped status in educational programs, activities or services. Our classroom teachers and support staff will work with each family to create an educational experience that meets the needs of all learners.

All programs, in accordance with the Michigan Department of Education Early Childhood Standards of Quality, will show respect for the cultural, linguistic, and family composition of all children. Encompassed within our program and Program Quality Assessment are specific measures to ensure cultural competency within the GSRP classroom environment. This includes but is not limited to:

- Materials that reflect human diversity and the positive aspects of children's homes and community cultures

- Materials that reflect both home and community cultures
- Materials that depict a wide range of nonstereotyped role models and cultures
- Multicultural materials that are integrated into the classroom

Special dietary requirements are posted and accommodated (e.g., children with illnesses, allergies, cultural, or religious restrictions are offered alternatives). We also provide support for children who speak multiple languages through our partnership with Wayne County RESA English Learner program.

DISCIPLINE AND GUIDANCE

It is Creative Academics GSRP program policy to try and prevent behavior problems with good classroom management, consistent daily schedules to encourage cooperative behavior and feelings, and to encourage children to express feelings in an appropriate manner. Our staff uses positive redirection/enforcement methods while using the High/Scope 6 steps of Conflict Resolution. Using this method, we encourage children to do things for themselves throughout the day and we treat conflict situations with students matter-of-factly. The High/Scope 6 steps of Conflict Resolution are:

1. Approach children calmly and stop any hurtful actions
2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information from children
4. Restating the problem
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

These methods encourage and support the development of self-control, self-esteem, cooperation, and trust with children. We encourage appropriate behavior, reinforcing positive behaviors, providing alternatives to physical resolutions to problems, and encouraging verbal communications.

Creative Academics GSRP program prohibits the use of corporal or physical punishment, shaming, humiliating, frightening, or threatening punishment. Discipline is viewed as a learning experience. Staff uses positive guidance techniques in helping children move toward self-control and cooperation. Limits and expectations are stated clearly and appropriately for each child's developmental level. Whenever possible, the child is offered a choice of appropriate behaviors in order to involve the child in the decision-making process. Children may be removed from situations in which they might hurt themselves, others, or property. Verbal, physical, or emotional punishment is prohibited, including spanking, shaming, shaking or threats. It is expected that parents will refrain from using physical punishment or threats of punishments while on the premises.

All school employees are mandated reporters. If a staff member suspects child abuse or neglect, child protective services will be contacted immediately. NO EXCEPTIONS!

A child may not be confined, restrained, or deprived of food, activities, or toilet use. If a child exhibits continually challenging, disruptive and/or unsafe behavior that is not resolved through appropriate behavior management strategies, the teachers will discuss the situation with the child's family, the

Program Director or Administrative Staff, and/or other professionals to develop an individualized action plan that supports the child's inclusion and success. All reasonable attempts will be made to work with the child and the family to resolve the behavioral problem. Staff will keep parents informed of the progress made. **As a last resort, student behavior plans may include having the parent/guardian working with the child in the classroom during the school day until the unsafe behavior is improved.**

If a parent refuses to work with the staff in resolving the problem of aggressive/violent behavior, or the problem persists resulting in a chronic situation requiring greater need for care than teachers can provide, their child's enrollment is subject to termination.

FAMILY INVOLVEMENT

Family involvement with an emphasis on increased awareness of child development is a component of the Creative Academics' GSRP program. Two parent teacher conferences and a minimum of two home visits per family are required by GSRP guidelines. Either the parent/guardian or the teacher may request additional conferences at any time that there is a special concern. Please consider joining us for Parent Advisory meetings which are held to share information about the program and get input from our families. Parents/guardians are encouraged to visit the program, although advance notice is requested.

Notes and newsletters will be sent to parents/guardians on a regular basis via BrightWheel and take-home notices. **It is your responsibility as a parent of the GSRP program to review your BrightWheel notices daily for important program information.**

Please also feel free to share family news with GSRP staff through BrightWheel at any time. This handbook is supplied in an effort to answer many questions about Creative Academics' Great Start Readiness Program. Please feel free to contact the Program Director at 313-855-6262 or via BrightWheel messages if you have any other questions. We may not be able to answer BrightWheel messages right away, but please leave a detailed message and we will return your inquiry within 24-48 hours. If your concern is urgent, please call our office.

REFERRAL POLICY

If a family has concerns about their child's development, they should begin by contacting the lead teacher. The lead teacher will initiate the Response to Intervention process. If further interventions are needed a team will be formed to discuss how to best meet the child's needs. The team may include the family of the child, the child's teachers, the agency head, an Early Childhood Specialist, or other special education staff.

With Family consent, a referral form will be completed so that the child can receive additional support through their home school district. If a child is already receiving special services, the GSRP program staff will join the IEP team and continue to provide those services.

For information about referring your child for a developmental evaluation, log onto:
www.ProjectFindMichigan.org.

If a Family has a concern about their child, the classroom, or the program, the concern should be discussed with the teaching team. If a solution is not agreed upon, the Family s should contact the Program Director.

PARENT NOTICE OF PROGRAM MEASUREMENT

The Creative Academics Learning Center Great Start Readiness 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.

CONFIDENTIALITY POLICY

Student, family, and staff records will not be disclosed without prior written consent of parents or legal guardians except as needed when child abuse or neglect is a concern. Confidential information is shared only with staff members who need the information to perform their jobs at Creative Academics. Family and staff have the right to examine their own student's records.

GSRP DAILY CLASSROOM SCHEDULE:

(ORDER MAY VARY BASED ON NEEDS OF CLASSROOM)

8:30a.m. - 8:40a.m. Greeting /Message Board	A transition between home and school. Children gather with the teachers, talk informally with one another and with adults.
8:40a.m. - 8:50a.m. Planning Time	Children indicate (through gestures, actions, talking, drawing, or writing in various ways) what their intentions are for the work time.
8:50a.m. -9:40a.m. 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.
9:40a.m. - 9:50a.m. Clean-up Time	Everyone puts the materials back where they are stored and helps to clean up the room.
9:50a.m. - 10a.m. Recall Time	Children are encouraged to remember something they did during work time, and share it in various ways
10a.m. - 10:30a.m. Transition/Restroom/Snack Time	Opportunity for bathroom breaks and relaxed conversations between students and teachers. For mealtimes, children and adults sit together at tables and share a family type meal. Students help with setting up for the meal and cleaning up after.
10:30a.m. - 10:50a.m. 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.
10:50a.m. - 10:55a.m. Transition	Opportunity to reset and participate in relaxed conversations between students and teachers. Students assist teachers with preparing themselves for the next activity.
10:55a.m. - 11:15a.m. Small Group Time	A time for each teacher to work with a part of the class; children are usually divided into equal group sizes depending on class ratio. 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.
11:15a.m.- 11:45a.m. Transition/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. This time is addition to the time needed for adults to support children dressing themselves or transitioning outdoors. The outside time will be daily unless prevented by inclement weather conditions such as heat, rain, or wind chill.
11:45a.m.- 12p.m. Restroom Break	Opportunity to use the restroom and participate in relaxed conversations between students and teachers. Students are assisted with using the restroom and washing hands by their teachers.
12p.m.- 12:30p.m. Lunch Time	Opportunity for relaxed conversations, and sometimes the sharing of stories. For mealtimes, children and adults sit together at tables and share a family type meal. Students help with setting up for the meal and cleaning up after.
12:30p.m.- 12:45p.m. Story Time	Children and teachers gather together to read age appropriate stories led by the teacher, or are offered an opportunity to select books of their choice and read individually.
12:45p.m.- 2:45p.m. Nap/Quiet Time	A period of rest and relaxation for the entire class, 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.
2:45p.m.- 3p.m. Restroom Break	Opportunity to use the restroom and participate in relaxed conversations between students and teachers. Students are assisted with using the restroom and washing hands by their teachers.
3p.m.- 3:15p.m Small/Large Group Time	Children and teachers gather together for enjoyable shared experiences either as one whole group, or in smaller groups assigned to each teacher. 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.
3:15p.m.- 3:30p.m. Clean-up/Departure	Adults guide students toward independence while preparing for the end of day, packing folders, getting coats on, and preparing for the arrival of parents for dismissal

FIELD TRIPS/SCHOOL EVENTS

At this time, we will not be hosting any field trips that would require us to leave our center due to COVID safety policies. In the event that we do decide to host a gathering outside of Creative Academics or an event at the school, parents will be notified ahead of time via BrightWheel or notices sent home, and all COVID policy rules will need to be followed, such as wearing a face mask during the event, and not attending if you or your child exhibits any illness symptoms or have been in contact with anyone with COVID symptoms.

All volunteers for any event must provide information for a background check prior to participating. The school staff, under the direction of the administration, will take reasonable steps to safeguard the physical and educational welfare of all students participating in events. Creative Academics Learning Center reserves the right to place restrictions upon a student's participation in an event or outing when, in the program's judgment, the student's welfare or the welfare of others requires it. This includes, but is not limited to, exclusion from participation in the field trip/event or activities and/or attendance only if accompanied by a parent or adult family member. Some events may require an adult to be present for each child.

ACCIDENT AND EMERGENCY POLICIES

MEDICAL EMERGENCIES/LIFE-THREATENING CIRCUMSTANCES

Children who suddenly become ill or who are injured in an accident while on the premises of Creative Academics are given priority attention to assure that they receive adequate care. In the event a child is injured and/or requires medical treatment, steps will be taken immediately by Creative Academics staff.

- When the discovery of illness is made or an injury occurs, the involved teacher(s) will seek assistance from other Center staff and the supervisor will be notified
- If the accident or illness appears to present any risk of life, EMS (9-1 -1) will be called first, then the parent (or emergency contact if parent cannot be reached) will be contacted, and arrangements will be made for that person (identified on the Child Information Card) to meet the Director or Administrator at the emergency room. The Director/Administrator will bring the Child Information Card, which has the signed authorization from the parent/guardian for Creative Academics to seek medical treatment for their child in their absence.
- Client confidentiality is waived in the event of a medical emergency. Information conveyed to outside sources, however, will be limited to that which directly applies to obtaining assistance for the incident
- Parents are financially responsible for any medical expenses incurred

MINOR INJURIES

Here at Creative Academics, we do all we can to ensure a safe environment for children. If a child has a minor injury (small cut, scratch, or bruise) the staff will administer appropriate first aid. First aid kits are available in each classroom for minor cuts and abrasions. The kits are not designed for serious accidents. The kits are inspected regularly by the teachers and materials are replaced as used or when outdated. Soap and water will be used to cleanse any wounds. No other topical or internal medication will be administered. Universal precautions are always followed when treating any wound or illness that has any discharge of body fluids.

FIRE/TORNADO/LOCK DOWN PROCEDURES

Fire drills will be conducted monthly. A signal to evacuate the school will be a continuous sounding of the fire alarm. A fire alarm is located near all the center's exit doors. Students will be led outside by a staff member and the teacher will take roll.

Lock-down drills will be conducted at least twice per school year. Staff will lock all classroom doors, and they, along with the students, will hide in obscure locations until the "all-clear" signal is given. When in "lock-down" only law enforcement and emergency personnel will be permitted to enter or exit the building.

Tornado drills will be conducted at least twice per school year. Children and staff are to remain silent while the drill is taking place, and are to quickly get into squatting positions, facing the wall and away from windows or doors, while covering their heads for safety.

GRIEVANCE POLICY

The Creative Academics GSRP staff members encourage parents to discuss concerns with teachers. You are also encouraged to ask the staff any questions you have about your child's care or general center issues. It is important for parents to address questions or misunderstandings quickly. Ongoing communication is vital to smooth running of the center. Most concerns can be addressed at the

classroom level; however, if you are not able to reach a satisfactory resolution, you may discuss your concern with the Program Director. Creative Academics GSRP strives to provide a positive environment for all. However, at times, concerns may arise. Families that have grievances with some part of the GSRP should follow these steps:

Step 1: A person who has a complaint and/or grievance about any aspect of Creative Academics GSRP program is encouraged to discuss the matter directly with the child's teacher.

Step 2: If Step 1 does not resolve the matter, the person is encouraged to contact the Program Director by calling 313-855-6262.

Step 3: A written complaint may be submitted to the Program Director to be forwarded to Wayne RESA GSRP for additional support. The complaint shall include **a)** the name of the person filing the grievance; **b)** the facts of the incident or action complained about; **c)** the date of the incident or action giving rise to the complaint; **d)** the specific relief sought. A meeting shall be set up for all parties involved.

Questions? Please contact: Creative Academics Learning Center's Great Start Readiness Program at 313-855-6262 –OR- the MDE Office of Great Start, Early Childhood Education and Family Services, at mde-gsrp@michigan.gov or 517-373-8483.