



Program Overview

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool for eligible four-year-old children with a focus on supporting children's development of school readiness skills. The program is administered by the Michigan Department of Education (MDE), Office of Great Start (OGS). Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

To support learning at home and increase positive child outcomes, programs must provide for active and continuous involvement of parents in the learning process. Through advisory meetings, parents assist to evaluate and make recommendations about the program.

Programs run Monday through Thursday from about 8:00-3:00 (but this varies slightly by each school). Schools start sometime in September and end sometime between mid-May and mid-June.

Curriculum

Our GSRP classroom(s) use the research based HighScope Curriculum that aligns with Michigan's Early Childhood Standards of Quality for Pre-Kindergarten. Curriculum areas include Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and English Language Learners. In the HighScope curriculum, adults and children are partners in play. More information about the HighScope curriculum can be found at <http://www.highscope.org>.

Parent Involvement

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- Volunteering in the Classroom: Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy.
- Home Visits and Parent-Teacher Conferences: Teachers work with families to schedule two home visits and two parent-teacher conferences. Additional meetings can be arranged.
- Parent Orientation: Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- Parent Advisory Meetings: Two or more are scheduled to share program goals, share community resources, and attain input related to program decisions.
- Data Analysis Meetings: Three are held with participation from parents, an administrator, teaching staff, and an Early Childhood Specialist to review program data and set goals.

Typical Daily Routine

This is a sample daily routine for a school day GSRP classroom. The daily routine for your child's classroom is posted outside the classroom as well as displayed at a child's level inside the classroom.

- 8:00-8:05 **Arrival/Greeting/Wash Hands** – Children enter classroom at their own pace, they spend time with books, or interact with and their peers. Children wash and dry their hands.
- 8:05-8:35 **Breakfast** – Children have choices about what they serve themselves and whether they want to eat breakfast.
- 8:35-8:45 **Large Group** – All adults and children participate in activities planned around children's interests and development.
- 8:45-8:55 **Planning** – Children indicate their plan to adults and peers. Adults use a range of strategies to support children's planning.
- 8:55-9:55 **Work Time** – Children are encouraged to follow their plan or revise their plan as they work. Children make many choices about where they want to work and decide how to use materials. Adults participate as partners and encourage children's problem solving with materials and social conflict.
- 9:55-10:05 **Clean-up** – Children and adults clean up together, keeping it fun. Children make many choices where and how to clean, with adults supporting children's level of involvement.
- 10:05-10:15 **Recall** – Adults provide a variety of materials and strategies to maintain interest as they encourage children to talk about their experiences during work time.
- 10:15-10:35 **Small Group** – In a small group, children explore play, work with materials and talk about what they are doing. Children use materials in their own way.
- 10:35-11:05 **Outside Time** – Children have many choices outdoors, as much as work time indoors. Adults supervise children to keep them safe as well as join in their outdoor play.
- 11:05-11:10 **Bathroom/Wash Hands** – Children use the bathroom and wash and dry their hands.
- 11:10-11:55 **Lunch** – After children use the restroom and wash their hands, they choose where they want to sit for a "family style lunch". They serve and clean up after themselves.
- 11:55-12:55 **Quiet Resting Time** – Children are resting or sleeping. Children who are awake choose quiet play such as, books, soft music, stories or fine motor manipulatives.
- 12:55-1:05 **Wake Up/Bathroom/Wash Hands** – Children are gently awakened. Children assist with putting their own rest items away. Children use the bathroom and wash and dry their hands.
- 1:05-1:25 **Small Group** – Same as a.m. description.
- 1:25-1:35 **Planning** – Same as a.m. description.
- 1:35-2:10 **Work Time** – Same as a.m. description.

2:10-2:20 **Clean-up** – Same as a.m. description.

2:20-2:30 **Recall** – Same as a.m. description.

2:30-3:15 **Outside/Dismissal** – Same as a.m. description.

Admission

Children must meet criteria based on the MDE, Department of Licensing and Regulatory Affairs (LARA), and federal guidelines if the program is a GSRP/Head Start blend. Priority is given to families with greatest need. Students are not selected on a first-come, first-serve basis. Prior to admission, the following documents need to be completed and on file:

- Proof of age (four years old on or before December 1), which could be one of the following:
 - Birth certificate (a district may require a certified copy)
 - Passport
 - Hospital record
 - Baptismal record
 - Other governmental form such as a Medicaid Card
- Proof of income, which could be one of the following:
 - Tax return
 - Paycheck stub
 - W-2 Form
 - Written Statement from employer(s)
 - Public assistance
 - Signed Income Verification Form or local equivalent
- Proof of residence, which could be one of the following:
 - Driver's license
 - Recent pay stub with employee address
 - Utility bill
 - Other recent government issued document listing the address and name of parent of child
- Eligibility factor information and related documentation
- Head Start Waiver (if applicable)
- Immunization records
- Child Information Record
- Application
- Free and Reduced Meal Family Application

Once the above documentation is on file, a determination regarding admission will be made. A child will either be admitted to the program or placed on the waiting list. Children will be on the wait list in order of need, listing those with greatest need first.

Food Service

A planned food service program will be part of the school day. There is no cost for snacks or meals. The following meals/snacks will be served:

- Morning Snack or Breakfast

- Lunch
- Afternoon snack

All meals will be fully compliant with the final rule for nutrition standards in the Child and Adult Care Food Program. Menus with noted food substitutions will be posted in a place visible to parents. If there is a need for a child to receive substitutions due to medical or religious reasons, a Request for Food Service Individualization and Adjustments Form must be submitted. The center will comply with rule 400.8330 (3) to ensure children with special dietary needs receive meals/snacks in accordance with the child's needs.