

Welcome to the World of... Child Star Development Center

"Where a child is born, a child is developed"



Parent Handbook

for Michigan's
Great Start
Readiness Program
Michigan's Nationally Recognized Pre-K Program

**“Developed under a grant awarded by the Michigan
Department of Education”**

Philosophy of Service

We believe it is of great importance for children to have a positive experience in childcare and to develop positive self-esteem.

Essentially, Child Star Development Center operates in the capacity of "Second Family," providing an environment of warmth, compassion and loving care to pair with family relationship with each child.

Our hearts are committed to you in the growth and development of your child (ren).

Our Main Areas Of Focus

It is our goal to instill in each child

Academic Development

Motor Skills

Cognitive Development

Gross Motor Development

Social & Emotional Development

Introduction to Science, Music and Art

Which are the tools needed to propel them to future success

Curriculums we use

The HighScope Curriculum

Proven, research-based strategies for learning. The HighScope Curriculum emphasizes **adult-child interaction**, a carefully designed **learning environment**, and a **plan-do-review process** that strengthens initiative and self-reliance in children and young people. Teachers and students are active partners in shaping the educational experience.

All children are assessed using the following developmental screenings: Ages and Stages at the beginning of the year during the initial home visit and anecdotal notes are taken throughout the year and input into the COR Advantage system. The anecdotal notes and goals set for each child are shared throughout the year and formally at parent teacher conferences.

Parent participation is highly encouraged both inside and outside of the classroom along with your child's teaching staff for child development. This will align the goals and strategies set in the classroom that will align between school and at home.

Recruitment and Selection

Please note that there is no application fee for the GSRP program.

Eligibility factors:

- Child in our community or the surrounding areas must be 4 years of age by the specified birthdate requirement per the Michigan Department of Education. Proof of age (birth certificate).
- Proof of risk factors which include: Low income, diagnosed disability or identified developmental delay, severe or challenging behaviors, primary home language other than

English, parents with low educational attainment, abuse/neglect of child or parent, and environmental risk.

- Proof of income
- Referral and release form for head start submitted if the income provided qualifies for head start programs.
- Once the child is released then the application process is started and child is enrolled based on the income quintile.
- Families with income 250% above the FPL plus 1 risk factor have a sliding scale fee of no more than \$10 a month.
- The child is then placed in a classroom.

Referral Policy

A referral is a recommendation of external or internal resources or services that addresses the concerns of the child or families' well-being. The services that Great Start to Readiness provides are as follows:

- Early Childhood Education
- Parent/Family Involvement and Education
- Nutrition Services
- Free meals and/or snacks

Referral services:

- Medical
- Dental
- Health/mental health
- Social services
- Special needs

Programs we work with:

- Development Centers
- Southwest solutions
- Orchard Children's services
- The Children's Center
- Starfish
- The Guidance Center
- Genesis House
- Covenant House of Michigan
- The Mobile Dentist
- FAR therapeutic arts and recreations

Exclusion Policy

Child Star Development Center will accommodate and child/ children requiring additional medical, behavioral support, or assistance with toileting. Under these conditions no child will be excluded or expelled. See the attached sick and injury policy.

Rest time Policy GSRP 4 Day School days: No more than one hour, Quiet/Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be

individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

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GSRP Attendance Policy
Great Start to Readiness Program

GSRP times are 8:30am-3:30pm Monday- Thursday. We require that all parents call the main office in the event of their child being absent. If we do not receive a call a courtesy call will be made to the parent from the main office or a text message reminder will be sent to the parent from the GSRP lead teacher.

After 2 week of consecutive absenteeism, the student will return to the GSRP waiting list and their slot will be filled.

Sick Policy

Child Star's sick policy is in compliance with the rules and regulations mandated by the State of Michigan and the Detroit Health Department. Should your child exhibit any of the symptoms listed below then he/she will not be allowed to come to the Center. Your child must be seen by his/her physician and written documentation must be obtained for them to return.

In the event that any of these symptoms should occur while your child is in our care, we will notify parent and child must be picked up immediately. The child must have his/her physician's clearance in order for child to return to Center.

Keep Me Home If...

- I have a fever
- I have a rash, lice or nits
- I have diarrhea
- I have a sore throat
- I have a sore throat
- I have a sore throat
- I have a fever

Two or more times a day
Body rash especially with a fever or itching
See more watery stool than usual
Red, white or pus coming from the nose
With sore or swollen glands
Unusually tired or listless
Unusually confused or irritable

When Your Child is Sick:

1. Disinfect and back up children.
2. Tell your caregiver you're wrong with your child even if your child stays home.

Parent Teacher Conferences

Preparation:

- Be flexible.
- Schedule conferences at times convenient for families.
- Indicate beginning and ending times for the conference

During the Conference:

- Conferences must last at least 45 minutes.
- Review the COR Advantage Family Report with parents.
- Review and update the Individual Development Plan (IDP).
- Discuss ways parents and teacher can support the child.

Informal Communication with Families

Purpose:

- The purpose of frequent and informal interactions is to strengthen the partnership between home and school. Staff should use an interested and unhurried manner in communications.
- Staff and parents update each other about the child's recent experiences and program activities by:
 - Conversing during drop-off and pick-up
 - Written notes
 - Telephone calls
 - E-mail communications

Home Visits

Preparation:

- Be flexible.
- Schedule visits at times convenient for families.
- Indicate beginning and ending times for the visit.
- Be sure to allow for travel time between appointments.
- Dress professionally.

Staff Safety:

- Visit in pairs: DO NOT GO ON HOME VISITS ALONE!
- Leave a schedule and list of addresses and phone numbers in the school office.
- Carry a cell phone and leave your cell phone number in the school office.

Arrival:

- Make appropriate introductions.
- Establish social connection (small talk).
- Include other family members in conversation.
- Ask for suggestions as to a convenient area within the home to meet.

During the Visit:

- Allow 60 minutes with the child and parent(s).
- Review the purpose of the visit, which is the reciprocal exchange of information and ideas.
- **Initial Home Visit:**
 - Developmental Screen (Ages & Stages)
 - Child chooses Letter Link
 - Complete any paperwork/forms not already completed by parents.
- Complete the Individual Development Plan (IDP).
- Observe family interaction in its cultural context.
- Reinforce positive parenting.
- Discuss parent's and child's interests, hobbies, strengths.
- Model a teaching activity for future parent/child in-home interactions.

Concluding the visit:

- Provide information about future parent activities.
- Make yourself available for phone calls and questions.
- Closure and good-bye.

"Get-acquainted" activities might include:

- Taking pictures (e.g., parent and child, family pet, home, etc.)-LET PARENTS KNOW IN ADVANCE THAT YOU WILL BE TAKING PHOTOS.
- Discussing the importance of parent involvement and opportunities for parent involvement.
- Sharing program philosophy and curriculum information.
- Generating a list of possible activities/discussion topics for the next home visit.

Weather Policy

In the event of inclement weather for child star development center please tune into Channel 4 news for school closing information.

Child Abuse and Neglect

Child Star Development Center Staff are required by law to report suspected or actual neglect and abuse. Staff is also required by law to provide documentation from the Department of Human Services that they have not been placed on the central registry for substantiated abuse or neglect.

Policy for Dispensing Medication

The City of Detroit, Department of Human Services Child Development Division, specifies that only trained personnel may administer medication to children enrolled in our program. In order to facilitate all children served by our programs, all prescribed medications to be given, must have a written order from a physician and the procedure outlined below must be followed. This does not include injectable.

- Name of medication
- Dosage of medication
- Time of administration
- Method of administration with any qualifiers, i.e., after food, with food, etc.
- Possible reactions
- Written parent consent on file
- Medication must be in the original container with current date, expiration date and the child's name.

The medication log will be placed in a secure storage area and include the child's name, name of medication, date, dosage and signature of person dispensing the medication. After the administration of medication, the child will be observed for 15 minutes for any adverse reactions.

Confidentiality Policy (Privacy Rights)

Parents and guardians of students under the legal age of 18, have specific rights to privacy regarding student records. School personnel cannot release any information outside the school district unless they have received a release signed by the parent or guardian 18 years or older. The Michigan School code provides a penalty of up to \$200 in fine and/or 90 days in jail for any school official who provides students' record information without proper authorization.

Grievance

To file a grievance toward a staff, there is a chain of command.

First, write a letter stating the problem to the owner or director.

Second, a meeting with the grievance committee will be scheduled.

Third, the grievance committee will determine the outcome of the grievance.

CHILD STAR DEVELOPMENT CENTER'S EMERGENCY/ACCIDENT POLICY

Upon enrolling my child(ren) in Child Star Development Center, I hereby grant permission for the caregiver to take whatever steps that may be necessary to obtain Emergency Medical Care if needed.

These Steps may include, but are not limited to the following:

1. Attempt to contact a parent or guardian
2. Attempt to contact the child's Physician
3. Attempt to contact parent/guardian through any of the names listed on the Emergency Information form in child's file.

If we cannot contact you or the child's physician then we will take the following action:

- A. Contact another physician or paramedic for advise
- B. Contact 911
- C. Authorize the child to be taken to Hospital Emergency accompanied by a staff member.

All expenses incurred associated in the above actions will be the sole responsibility of the child's family.

The Center will not be responsible for anything that may happen as a result of false information given at the time of my enrollment.

The Center will not assume responsibility for any child that has not been signed in when he/she arrives for the day.

ACCIDENTS

We at Child Star have the utmost concerns for your child's safety and well being while in our care but we know that accidents do happen! Should your child hurt him or herself while at the center we will take the necessary precautionary measures to sustain your child until they can receive the proper care for their injury and you will be contacted immediately. Any costs or charges incurred as a result of serious injuries are the sole responsibility of the parents.

DISCIPLINE POLICY

**DISCIPLINE TO US MEANS STRICTLY TO TEACH!
THERE IS ABSOLUTLY NO PHYSICAL OR VERBAL
FORM OF PUNISHMENT ALLOWED IN THE CHILD
CARE CENTER.**

T=TALK

**I WILL SPEAK TO THE CHILD, USING POSITIVE
LANGUAGE AND TEACH THE APPORRIATE BEHAVIOR.**

E=EXPECTATIONS

**I WILL TEACH THE CHILD, AGE APPROPRIATE
BEHAVIORS AND WILL EXPECT AGE APPROPRIATE
BEHAVIOR.**

A=ACTION

**I WILL STOP THE MISCONDUCT, COMFORT THE CHILD
AND TEACH THE CORRECT BEHAVIOR. IF NECESSARY, I
WILL GIVE "TIME OUT" TO THE CHILD AND SIT THEM
IN A CHAIR AWAY FORM THE ACTIVITY.**

C=COMMUNICATION

**I WILL SPEAK WITH THE CHILD, STAFF AND/OR
PARENT(S) ABOUT ANY EXCESSIVE MISCONDUCT.**

H=HOW TO PREVENT MISCONDUCT

**I WILL PROVIDE ADEQUATE SPACE, REGULARLY
SCHEDULED GROUP ACTIVITIES AND TEACH SELF
DISCIPLINE B HAVING A GENERAL SET OF RULES THAT
ALL WILL LEARN TO FOLLOW.**

GKRAI START READINESS PROGRAM (GSRP) Risk Factor Definition

Child Risk Factor	Definition/Documentation	Discussion
<p>1. Low family income</p>	<p>Definition: Equal to or less than 250% of federal poverty level (FPL).</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Document gross income. • Copy of income verification on file: previous year's tax forms, paycheck stub, DHS child care verification form, subsidized meal form including income calculation, or staff signature verifying family produced the document and income was verified. • Include income of family members legally responsible for support of child. • See Implementation Manual, Sections 2 and 3, for additional information. 	<p>Children living in families who are income-eligible for Head Start are referred to Head Start. This risk factor category is reserved for children eligible for Head Start who cannot be served in Head Start, and those just over the Head Start income guideline. Low family income is associated with inability to access many services and necessities that impact children's health, development, and learning.</p>
<p>2. Diagnosed disability or identified developmental delay</p>	<p>Definition: Child is eligible for special education services or child's development progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Referral or diagnosis from physical or mental health system or provider, or other early childhood program • <i>Early On</i>® transition referral at age three • Special education referral; developmental concerns noted, but not eligible for services • Individualized Education Plan (IEP) 	<p>A child may be eligible because of a specific diagnosis or significant delay resulting in an Individualized Education Program (IEP).</p> <p>Developmental progress may be less than expected in one or more developmental domains (cognitive, social, emotional, physical), or child was eligible for Part C of IDEA (<i>Early On</i>®) services, but not Part B, 619 (i.e., not eligible for early childhood special education services, but at risk of becoming special education eligible).</p> <p>Child has health issues, including high lead level, that have a high probability of resulting in a developmental delay or learning difficulty, although not yet detectable. Physician referral, special education referral, developmental screening, or parent report may indicate delay.</p> <p>Parental report of developmental concern or chronic health concern should be referred to the local</p>

Child Risk Factor	Definition/Documentation	Discussion
3. Severe or challenging behavior	<ul style="list-style-type: none"> • Screening assessment results combined with professional or parental referral • Specific diagnosis on health form <p>Definition: Child has been expelled from preschool or child care center.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Exclusion from other preschool/child care programs. • Social services or medical referrals. • Parent interview questions/report. • Legal report or restraining order. • Staff documentation on home visits or other contacts. 	<p>intermediate school district for observation and/or evaluation and recommendation.</p> <p>Child's behavior has prevented participation in another group setting or mental health professional has referred.</p> <p>Interview question: "Does anyone in the household hit or throw things when he/she is angry?"</p>
4. Primary home language other than English	<p>Definition: English is not spoken in the child's home; English is not the child's first language.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Interview question: "What language is spoken in your home?" • Parent or advocate report. 	<p>Children entering school not speaking English must learn the language as well as the academic content. For most children in the United States who do not speak English at home, academic learning will be slowed unless they have opportunities to read, write, hear, and speak correct English in their preschool years.</p>
5. Parent/guardian with low educational attainment	<p>Definition: Parent has not graduated from high school or is illiterate.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • School report, record, or referral. 	<p>To enter school ready to learn, children need many experiences with books and language. Parents who cannot read or who have low educational attainment are less able to help their own children by offering them the consistent, frequent, and positive experiences with books and language they need for school success.</p>
6. Abuse/neglect of child or parent	<p>Definition: Domestic, sexual, or physical abuse of child or parent; child neglect issues. Child Protective Services report.</p>	<p>Includes abuse/neglect of child as well as domestic/spousal abuse of parent or sibling.</p>

Child Risk Factor	Definition/Documentation	Discussion
7. Environmental risk	<p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • Court or police report. • Restraining order in domestic violence situation. • Family received services in a 0-3 Secondary Prevention Program. • Medical report. • Community knowledge of family. • May be discovered on home visits. <p>Definition: Parental loss due to death, divorce, incarceration, military service, or absence;</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • Divorce and custody papers. • Death certificate. • Other legal forms. • Deployment orders. • Letter from facility. <p>Definition: sibling issues;</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Legal or medical report. • Parent report. • Agency referral. <p>Definition: teen parent (not age 20 when first child born);</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Birth certificate. 	<p>Abuse of alcohol, prescription or non-prescription (inhalants, cough syrup, methamphetamine, etc.) drugs by family members or in the home.</p> <p>Could include armed services deployment, incarceration, chronic illness (physical, mental, emotional), or frequent changes in custody, grandparents raising grandchildren, single parent, foster family or marital problems.</p> <p>Child's situation is negatively affected by issues related to a sibling (e.g., chronic illness, behavior issues, disability, death).</p> <p>If child is a much later birth, rather than the first child of a teenager or one of several in close proximity, the factor may or may not cause risk and should be examined carefully.</p>

Child Risk Factor	Definition/Documentation	Discussion
	<ul style="list-style-type: none"> • Ages of siblings. <p>Definition: family is homeless or without stable housing;</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Address records. • Custody orders. • Parent report. • Social services or medical referral. <p>Definition: residence in a high-risk neighborhood (area of high poverty, high crime, with limited access to critical community services); or</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • Staff report (may be identified by staff at home visit). <p>Definition: prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Medical or hospital records. • Parent report. • Social services referral. 	<p>Family is homeless, living in a shelter or with other families, is in home foreclosure, or has frequent changes of residence.</p> <p>Child experiences daily exposure to environmental pollutants (lead exposure, rodents, insect infestations), high crime, violence, injury, drug abuse, or death rates; unsafe or crowded housing, lack of utilities, or no space for children's play.</p> <p>Prenatal or postnatal toxic exposure including Fetal Alcohol Syndrome, children born addicted, or environmentally-induced respiratory problems.</p>

Parent Notice of Program Measurement*

Child Star Development
[Insert program name] 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:

- [Child Star Development Center 313-862-4730]
- The MDE Office of Great Start, Early Childhood Education and Family Services, at
 - mde-gsrp@michigan.gov,
 - 517-373-8483, or
 - 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

* Provided to parents upon enrollment and/or included in the GSRP Parent Handbook.

Revised January 2015

2017 -2018 School Year

Child Star, GSRP, Matrix Early Head

August	
August 29, 2017	Recruitment Fair
August 30-September 4, 2017	Child Star Closed in Observance of Labor Day
September	
September 5, 2017	Child Star / Matrix New School Year Begins
September 5-15, 2017	Matrix EHS Home-visit Week
September 15, 2017	GSRP Orientation
September 18-22, 2017	GSRP Home-visit Week
September 25, 2017	GSRP 2017-2018 School Year Begins
September 29, 2017	Mobile Dentist
October	
October 13, 2017	Child Star/Matrix Early Head Start Parent Meeting/Open House
November	
November 9, 2017	GSRP Program Data Analysis Meeting
November 22-24, 2017	Child Star Closed in Observance of Thanksgiving
November 27, 2017	Child Star Re-opens
December	
December 11-14, 2017	GSRP & Matrix EHS Parent/Teacher Conference Week
December 25, 2017 - January 2, 2018	Child Star/ GSRP/ Matrix Closed in Observance of the Holidays
January	
January 2, 2018	Child Re-opens
January 9, 2018	GSRP Program Data Analysis Meeting
January 15, 2018	Child Star Closed in Observance of Martin Luther King Day
January 16, 2018	Child Star Re-opens
February	
February 14, 2018	Child Star/ GSRP & Matrix EHS Parent Meeting
March	
March 11, 2018	Daylight Saving Begins
March 19-23, 2018	GSRP & Matrix EH Home-visit Week
March 30, 2018	Good Friday
April	
April 1-30, 2018	Month of the Young Child

April 1, 2018	Easter
April 11, 2018	GSRP Program Data Analysis Meeting
May	
May 13, 2018	Mother's Day
May 17, 2018	Child Star/ GSRP/Matrix EHS Parent Meeting
May 28, 2018	Child Star Closed in Observance of Memorial Day
May 29, 2018	Child Star Re-opens
June	
June 11-15, 2018	Child Star/ GSRP/Matrix EHS Parent/Teacher Conference Week
June 17, 2018	Father's Day
June 21, 2018	GSRP School Year Ends
June 22, 2018	End- of the-School-Year Celebration
July	
July 4, 2018	Child Star Closed in Observance of the 4 th of July
July 5, 2018	Child Star Re-opens
August	
August 1-31, 2018	Recruitment Month for New School Year
August 27, 2018	End-of-Summer Camp
August 28, 2018	Recruitment Fair
September	
September 3, 2018	Child Star Closed in Observance of Labor Day
September 4, 2018	Child Star 2018-2019 New School Year Begins