



EARLY CHILDHOOD
EDUCATION CENTER



GSRP Handbook

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2025-2026 ECEC GSRP CLASSROOM CALENDAR

September 2025						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18501 Rotunda Drive, Suite 300
 Dearborn, Michigan 48124
 (313) 593-5424
 umd-ececoffice@umich.edu
 www.umdearborn.edu/ecec

Classroom Hours: 8:00 am - 4:00 pm
 Early Drop Off: 7:30 am - 8:00 am*
 After School Care: 4:00 pm - 5:30 pm*

- Early Drop Off & After School Care require separate registration and payment
- Late fees are automatically assigned for pick up after scheduled school hours

November 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Calendar Key	
	Home Visit Days—No Programming (9/8—9/12) & (3/26-3/27 & 4/3)
	First Day of School - 9/15
	Curriculum Night - 10/16 & 4/16
	Professional Development—No Programming (10/10, 11/4, 2/27, 4/24)
	Parent/Teacher Conference Days—1/2 Day (11/19)
	Parent/Teacher Conference Days—No School (11/20—11/21, 6/15-6/18)
	Last Day of School—6/11
	ECEC Closed—No Programming
	Data Analysis (11/18, 3/25, 6/10)

*The ECEC retains the right to adjust and/or change this schedule as necessary.

Marking Period Start	Marking Period End
9/15/25	11/18/25
11/19/25	3/25/26
3/26/26	6/11/26

Revised 6/9/25

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential

PURPOSE

The Great Start Readiness Program (GSRP) is Michigan’s state-funded preschool program for four-year-old children with factors which may place them at risk of educational failure. The program is administered by the Michigan Department of Education, Office of Great Start. 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 strengthen learning at home and strengthen positive child outcomes, programs must provide for active and continuous involvement of parents in the learning process. Depending on income level, parents may be required to pay tuition, but parents are never charged additional fees for program elements such as transportation or meal service. Through advisory committees, parents assist to evaluate and make recommendations about the program.

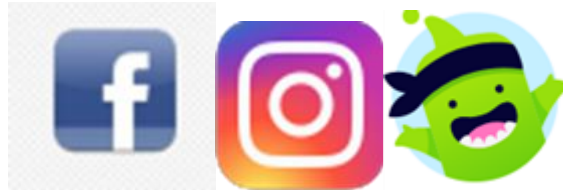
The contents in this handbook are in addition to our ECEC Parent Handbook - policies in this handbook are specific to our GSRP classrooms. Other ECEC policies and procedures can be found in our Parent Handbook on our website.

Please let us know if you would like a paper copy of our GSRP Handbook or the ECEC Parent Handbook - we would be happy to provide it!

Website: <https://umdearborn.edu/cehhs/centers-institutes/early-childhood-education-center/resources/parentguardian-handbook>

Facebook: <https://www.facebook.com/umdearbornecec>

Instagram: <https://www.instagram.com/umdearbornecec/>



Social Media Communication

Social media outlets have been integrated into the experience at the ECEC. We rely on technology such as Facebook, Instagram, Class Dojo, classroom blogs in addition to the ECEC website and email to communicate with families.

Class Dojo is a phone based application that has been adopted by our center’s teachers to communicate in the moment with families. It is used to send photos of children engaged and learning, it also serves as a method for event reminders. Each family is given a special code per child, and only people with your child’s code can see the pictures your child is tagged in.

ClassDojo images and posts are for family use only and not to be screen shared or shared to personal social media pages.

PROGRAM OVERVIEW

PHILOSOPHY STATEMENT

The UM-Dearborn ECEC program philosophy is adopted from the Reggio Emilia constructivist teaching philosophy. The main philosophy, basis and benefit of the Reggio Emilia approach is a genuine respect for children's ideas and theories. It is designed to educate the whole child physically, intellectually, emotionally, socially, linguistically and aesthetically. It is based upon the research of leading psychologists and educators such as Piaget, Erikson and Vygotsky.

Our program utilizes the long-term inquiry based project approach inspired by Reggio Emilia's early childhood programs. It addresses the needs of the developing child and provides many educational opportunities. A key principle is the concept of time, we often call it following children's sense of rhythm. Children are given an ample amount of time to concentrate on the specific curriculum. Thus, teachers offer children multiple opportunities for the construction of knowledge and allow children to revisit their ideas and understand concepts from various perspectives in order to deepen their understanding.

Moreover, the ECEC focuses on "education based on relationships". This is a widely known and valued aspect of the Reggio inspired approach. By putting children together in small groups with heavy emphasis on communication, the overall education focuses each child in relation to others, and seeks to promote social interaction and development with other children, family, teachers, society and the environment.

CURRICULUM STATEMENT

The ECEC curriculum is based on the understanding that young children learn through hands-on, sensorial exploration of their environment. Learning takes place when children have built relationships that allow them to trust. Our focus on meeting their physical needs and implementing a consistent schedule help us in setting the groundwork for an emotionally safe and secure environment. Our knowledge of child development allows us to provide developmentally appropriate environments and to individualize learning to encourage growth.

Curriculum goals:

1. Help children develop language; both expressive and receptive.
2. Help children to become independent thinkers; capable of making choices and decisions.
3. Help children grow towards regulating their own behavior.
4. Help children to develop confidence in their independent efforts and their ability to contribute to a team.
5. Help children to develop an understanding of emotions and how emotions motivate behavior; help them to gain control over expressing emotions and to learn acceptable ways of dealing with, and expressing strong emotions.
6. Help children to gain the social skills needed to become competent in interpersonal relationships and to interact with and learn from peer groups successfully.
7. Help children to respect, value, and have growing acceptance for individual, cultural, ethnic, and racial diversity.
8. Help children to understand written language and to develop an interest in communicating symbolically.

9. Help children to develop a curiosity for learning, observation skills, problem solving strategies, and knowledge about math and science concepts through hands-on experiences.
10. Provide opportunities to experience and learn from the societal and physical changes that have built our world (social studies).
11. Facilitate aesthetic appreciation by providing art, music, and creative experiences.
12. Help to develop the children's fine and gross motor skills through opportunities for movement.
13. Create opportunities for children to play.

GUIDANCE

The teaching team provides a safe, hazard-free setting with careful supervision. The center's daily scheduling, curriculum plans, room arrangements and staffing patterns are designed to promote positive and enjoyable learning experiences, including respectful and trusting relationships between adults and children. Our foundations of child guidance include consistency in daily routines and encouragement of positive behavior. Strategies such as redirecting children and setting clean limits are the basis for facilitating self-management when difficulties arise as well as developing self-control in children.

All children are encouraged to "use words" to express what they want, what they need, and how they feel. When age-appropriate, it is the staff's role to facilitate verbal problem solving among children in conflict. Appropriate and positive behaviors are continually reinforced. The team's response to inappropriate or negative behavior may include: ignoring behavior; discussing the situation with the child; redirecting the child's activity; and/or using firm, clear and concise language to instruct the child as to a more positive way to express her/himself. We heavily believe in Positive Guidance techniques and have knowledge about Conscious Discipline, using techniques to work with children.

In situations when a child is having difficulty changing his/her behavior and the above techniques have been unsuccessful, the team will remove him/her from the situation to calm down. A team member will accompany the child to a space away from the activity for a brief period of time. The teacher would then brainstorm with the child; when age appropriate, what s/he needs to do in the future. We guide the children in age appropriate ways. For instance, if one child hits another, instead of having the child apologize (which is not developmentally appropriate) we will make sure the other child is okay, ask them what they need, and the teacher will speak with both children, guiding them through different problem solving techniques.

The basis of a guidance and discipline policy at the center is to encourage positive behavior and to facilitate empathetic social learning. Since children generally desire positive attention from the adults around them, negative behavior is greatly diminished when those adults provide a supportive, nurturing environment. Certain punishments are PROHIBITED at the ECEC. These are any sort of corporal punishment including hitting, spanking, swatting or shaking, verbal abuse, threats, coercion or derogatory remarks, withholding or forcing meals, snacks or naps, punishing for lapses in toilet training, not allowing a child to play outdoors, isolating a child in any restricted area, and/or a child owing time.

The ECEC strives to provide a safe, inclusive environment conducive to learning. There may be times when resources from outside the ECEC need to be brought into the classroom to help a

child or when an alternative setting may need to be considered depending on the needs of the child. Suspension and Expulsion are not encouraged with the GSRP program. Please see “Referral Process” for additional information if a child has a delay or special need.

DEVELOPMENTAL SCREENING/ONGOING ASSESSMENT

We use assessments to support children’s learning using a variety of methods such as observations, checklists, rating scales, work sampling, and sometimes individually administered tests. On a daily basis the teaching staff is observing the children and utilizing checklists, writing anecdotal records, and documenting through the use of Focused Observation Forms. All Lead and Assistant teachers complete training in order to use TSGold effectively in the classroom. All children receive Denver Developmental Screening prior to program entry.

Developmental Screenings

The Denver Scale Screener is a widely implemented tool to assess the development of children from birth through six years of age. This tool focuses on the language, personal-social, gross and fine motor developmental areas of growth. We require children to be assessed using the Denver Scale prior to enrollment as it aids us in placing each child. Each screener takes approximately 20 minutes to administer.

The Ages & Stages Questionnaire-3 (ASQ-3) and the Ages & Stages-Social Emotional (ASQ-SE)

The ASQ-3 and the ASQ-SE are screening tools that ask questions about your child’s overall and social emotional development, looking at how children progress in the developmental areas of communication, physical ability, social skills and problem-solving skills. These questionnaires are completed by you, the child’s parent/guardian, and can help identify your child’s strengths, as well as any areas where your child may need support. The screening should take about 10-20 minutes to answer questions about your child. Your individual information is protected to ensure confidentiality. Information entered on a web based database that is secure and password protected. Identifying information from the screening tool will be seen only by your child’s teacher or other staff your child is working directly with, who scores your screening and provides the results to you. General information about the ages and results of the screener are compiled at Wayne RESA to inform them of the strengths and challenges of children residing in Wayne County.

Teaching Strategies Gold (TS-Gold)

As a means to compile the numerous observations taken of children on a daily basis, the TS-Gold system is utilized. This tool authentically assesses children engaged in meaningful learning as a means to document and evaluate young children’s development. It is important to the ECEC teaching staff to document, monitor and evaluate children’s progress and accomplishments continuously from one year to six years of age. In addition to identifying progress, the TS Gold is utilized to inform curriculum and instruction.

Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) is an assessment tool used to see where each child's knowledge lies in the area of literacy fundamentals. This tool is used primarily in the preschool classrooms.

Portfolio & Documentation

Teachers intentionally observe as children interact with their peers and adults and explore materials and concepts. Teachers record what they hear, take pictures of children's actions as they investigate and collect children's work. This work is organized into a portfolio.

Opportunities for authentic assessment take place when teachers analyze their documentation along with children's work over time. It allows them to individualize instruction and create meaningful curriculum. We invite you to request to look at your child's portfolio at any time. Both documentation and collected work is shared at Family Conferences twice a year.

PARENT INVOLVEMENT

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school.

In addition to informal discussion in the classroom, we invite you to voice your opinions and share your ideas by joining the following boards and associations:

THE EARLY CHILDHOOD EDUCATION CENTER PARENT ASSOCIATION

As a parent of a child enrolled in the ECEC you are automatically a member of our Parent Association. The Parent Association is recognized as having a special interest in the center's operation. All center parents are encouraged to participate in the Parent Association meetings and activities. The Association is an advocate for center parent's interests, has representatives on the ECEC Advisory Board, and contributes services and support on a voluntary basis.

THE EARLY CHILDHOOD EDUCATION CENTER ADVISORY BOARD

The Advisory Board is appointed by the Dean of CEHHS, is chaired by the Academic Director and is composed of representatives of center parents, the campus community, the outside community and the center staff. It meets at least once each term to review the center's operations and to advise the center administration on policy matters. It also serves as a link between the Department of Education, the parents of children enrolled at the center and the campus community.

GREAT START READINESS PROGRAM ADVISORY BOARD

This opportunity involves participation in a school readiness advisory committee convened as a workgroup of the GSC that provides for the involvement of classroom teachers, parents or guardians of program participants, and community, volunteer, and social service agencies and organizations. The advisory committee annually reviews and makes recommendations regarding the GSRP components. The advisory committee also makes recommendations to the GSC regarding other community services designed to improve all children's school readiness. Please look for dates and locations to be posted outside of your classroom.

DATA ANALYSIS TEAM

We invite parents to partner with us as we review data. Learn about the classroom and provide suggestions based on the information and your personal experience in the program. We will announce specific dates and times via flyers posted in your child's classroom.

GREAT START COLLABORATIVE

This opportunity engages you in the mission of Great Start Wayne's entire community to assure a coordinated system of services and resources to assist all Wayne County families in providing a great start to their children from prenatal through age eight. To learn more, call: 734-285-4001

SOUTHFIELD REGIONAL ACADEMIC CAMPUS

Southfield Regional Academic Campus is the alternative high school for Southfield Public Schools. In 2009, Southfield Regional had the highest graduation rate (78%) of any alternative high school in Oakland County. Our unique scheduling of classes, longer class hours, and quarter blueprint allows students to recover lost high school credits to regain their normal graduation date. In addition, Southfield Regional also has a Transition Academy for sophomores that allows them to recover lost credit(s) from their freshman school year and then transition back to their home high school. Southfield Regional Academic Campus students are encouraged to participate in the Oakland Technical Center (O-Tech) for students that are interested in entering the skilled trades workforce upon graduation, and dual-enrollment at Oakland Community College (O.C.C.), where they can get a jump start on their college courses at community college prices. We also have a dual enrollment program through Wayne State University for students that meet the criteria.

Contact Ms. Alber at 248-746-0048 for more information

HOME VISITS

We will schedule 2 home visits during the school year. The first one takes place prior to the start of school in September and the second visit is in March. The home visits give us an opportunity to partner with you and discuss your child's development and ways to support their growth. Home visits also provide time to privately share your needs.

PARENT TEACHER CONFERENCES

Like the home visits, the parent teacher conferences are scheduled twice throughout the school year. We will give you at least two weeks prior notice to sign up for a time that is convenient for your schedule.

ENROLLMENT

RECRUITMENT

We accept grant applications throughout the year until spots are filled. A committee meets to review the applications and assigns points to each eligibility factor that is documented to prioritize enrollment. Award letters/emails are sent after the state has approved funding each summer. We collaborate with Wayne RESA to ensure that every eligible child receives a placement.

In addition to eligibility requirements, your child also needs to be:

- four years of age, but not five by December 1st of the current school year (priority enrollment for those children 5 years old by September 1st)
- residing in Michigan
- Have a qualifying IEP if they have a special need/developmental delay

REFERRAL PROCESS

It is the goal of the ECEC to meet the needs of all children, recognizing that everyone, adults and children, may have a special need and/or circumstance at some point in their life. The teachers are often the first educators to identify a need, and we see facilitation of early intervention services as a critically important aspect of our work with young children. Prior to enrollment or after teacher observations, the next steps will be followed should there be a concern regarding a child's development and/or success in the classroom: Teachers will document the child's interactions with peers and adults and behaviors in the classroom that seem outside the normal expectation for children of this age group. The ECEC Academic Director and/or the Education Consultant, along with the teachers will communicate concerns to the family in writing and verbally.

Results of the observation may include a recommendation of assessment. The ECEC Academic Director and/or the Education Consultant may then request permission to arrange through the appropriate school system or agency. Should the assessment indicate an area of concern in a child's development, the appropriate personnel and parents will meet to develop, in writing, an individualized plan for the child.

The ECEC is a private program and as a result, does not have access to the special education resources that are available through the school district. The Least Restrictive Environment might not always be the ECEC depending on the individual needs of the child. GSRP does grant state funding for our classrooms, however, *“Even with newly available expansion funding, the system is not yet capable of accommodating every child with an IEP regardless of the complexity of the child's special education needs.”* (Page 8 Section: *Recruitment and Enrollment GSRP Implementation Manual*)

DAILY SCHEDULE

8:00 - 8:30	Arrival
8:30 - 9:00	Self-Initiated Play/Clean Up
9:00 - 9:20	Group Meeting & Planning Time
9:20 - 9:35	Snack
9:35 -10:35	Explorations
10:35 - 10:45	Recall & Reflection
10:45 - 11:00	Interactive Read Aloud
11:00 - 11:15	Small Groups
11:15 - 11:45	Outside
11:45 - 12:15	Lunch
12:15 – 12:30	Lunch Clean Up & Bathroom Breaks
12:30 - 1:30	Rest & Quiet Time
1:30 - 1:45	Self-initiated Activities (Children waking up)
1:45 - 2:00	Interactive Read Aloud (and planning)
2:00 - 2:30	Outdoor Play
2:30 - 3:30	Afternoon Explorations (including snack)
3:30 – 4:00	Pick Up

DAILY ROUTINE OVERVIEW

MATERIAL EXPLORATION/SELF-INITIATED PLAY

This is a portion of the day where children socialize and explore materials in the areas in which they choose. Material exploration usually occurs during drop-off and pick-up times and is independently led.

WHOLE GROUP TIME

Whole group time is the portion of the routine when we meet as a whole class to create our plans for the day. It is during this time that teachers may introduce a new concept, read and discuss a book, reflect on a previous experience or lead the children in a group task. Our group time has a consistent routine. We begin with songs, complete the whole group lesson and introduce the investigations for the day.

SNACK

We provide a nutritious morning and afternoon snack for the children. Snack consists of a fruit or vegetable and a dairy or a protein. This is not a substitute for breakfast. Please make sure that your child is eating breakfast before they arrive at school.

EXPLORATION TIME

These are experiences planned by the teacher or the intern based on the interests and thoughts of the children. They may include content area curriculum such as literacy or math and often involve problem solving, critical thinking, observation skills and oral language. Some investigations that you might see in the classroom are:

- Exploring science materials
- Painting using a variety of media & materials
- Retelling familiar stories with props
- Observation and documentation of natural materials and phenomena

This is also the time of day when snack is available to the children. We strongly encourage the children to drink water or milk and invite them to the snack table many times during this period. A menu of the daily snacks is posted inside the classroom.

REFLECTIONS / SMALL GROUPS

During morning/afternoon reflection, we gather the children to discuss the investigation outcomes and any thoughts and/or new ideas they may have to extend the ongoing-investigations. Each child is given the opportunity to speak about their thoughts and the experiences they had throughout the day.

Small groups last approximately 15 minutes. It is a time during the daily schedule when a teacher can work with 6 to 8 children on a specific concept like alphabet recognition, rhyming words or patterning. Children may be grouped by developmental ability so that a teacher can work on the same skill with all the children. The groups will be as consistent as possible by staying with the same teacher for the semester.

ATTENDANCE

Consistent attendance is important to your child's education. Regular attendance at school will help your child develop friendships, ease their transition to kindergarten, and provide them with the full benefits of the program. The GSRP program begins at 8:00 am. Children will be considered late if they arrive after 8:30 am.

We are required to document attendance and absences. If you know that your child will be absent, please call the office at 313-593-5424 or email umd-ececoffice@umich.edu. After two days of absence, if the center has not been notified, the teachers will contact the family. Excessive tardiness or absences will result in a parent meeting where an attendance action plan will be put in place to support consistent attendance. For planned extended absences, please communicate with the teachers as soon as information is available via email or ClassDojo and let them know the date of return. The teachers may be able to send home activities to ensure the child retains information about concepts being discussed in the classroom. It is expected that families keep in touch with our center regarding their child's attendance and update their communication information as it changes. If we are unable to get into contact with a family after an extended absence, the ECEC will remove the child from the classroom roster and place the child back on the waitlist.

ARRIVAL AND DISMISSAL

All families are required to have their child(ren) in their designated classroom by 8:29 am, as the classroom time begins at 8:30 am. We strongly urge you to set your watches/clocks to *center time* so there will be no misunderstandings. To ensure security, the doors to the hallway and classrooms will be closed at 9:00 am. You must check in with the front desk to be admitted after 9:00 am.

Pick up before 4:00 pm requires advance notice to the classroom teacher and the front desk, as it may affect the classroom schedule. Pick up between 11:45 am and 1:30 pm is highly discouraged due to classroom disruptions during lunch/rest times. We understand that emergencies occur and pick up may need to be earlier than the end of the school day. Please notify the ECEC as soon as possible regarding pick up.(313) 593-5424

After School Care is available for registration in half hour increments, times of no later than 4:30 pm, 5:00 pm and 5:30 pm. Children must be registered ahead of time as staffing is scheduled based upon registration. We understand that emergencies happen. Should you find that your child will be picked up late please notify the center as soon as possible in order for appropriate accommodations to be made. Please see the fee schedule for current costs regarding *After School Care*. **Standard late fees apply to any child picked up after 4:00 pm.** We follow our ECEC Handbook policies with late pick ups - if we cannot contact a family or emergency person to pick up, we are obligated to notify Dearborn Police and Child Protective Services.

Early Drop-off and after school care are pending staffing and classroom ratios.

Adults who are eligible to pick up your child **must** be listed on your child's emergency card. We require a valid photo identification for anyone picking up a child. Late fees on a family's account must be paid by the last day of the school year to avoid sending the account to the Collections Department at the University for follow up.

SNACKS AND MEALS

The ECEC provides nutritious morning, afternoon snacks and lunch such as fresh fruits, proteins, vegetables, cheese, bread, crackers and milk or water. Children will sometimes be involved in cooking activities to make their own snacks. Healthy snacks have always been a priority to us. We adhere to the guidelines set by the USDA, the standards required by the National Association for the Education of Young Children (NAEYC) and the Child, and Adult Care Food Program (CACFP) as we prepare and serve snacks to children. Menus for snacks and lunches are posted in the classroom. We have contracted with Edibles Rex to provide hot lunches for the children.

REST TIME

- To meet child care licensing requirements, centers that operate more than five hours per day must provide an opportunity for rest. To meet that requirement, we provide the children with:
 - Individual cots
 - Soft music
 - Dimmed lighting
- Children move into rest time after finishing lunch. They transition independently by getting their own pillows, blankets and “lovies”.
 - If your child has a special stuffed animal or blanket that they enjoy resting with, you should send it to school. Please make sure that these items are clearly marked with your child’s name and fit inside their backpack.
- Adults are available during rest time to assist the children; including back rubs and quiet conversation
 - Alternative, quiet activities are available for those children who do not rest.
- Rest time is scheduled for one hour after which time the teaching team opens blinds, turns on lights, and awakens children to transition into activities. Children assist with this transition by putting away blankets and cots. If a child does not awaken once this transition has ended, teachers will move the child’s cot to allow for more rest.
- Please talk with your child’s teacher about individualized support during rest time.

PERSONAL ITEMS FROM HOME

The ECEC staff do their best to ensure each child’s personal items are going home and returned to the children they belong to. Please ensure your child’s name is on their items - it makes it easier to return if they are lost or misplaced. We do our best to work with each child so they know where items belong throughout the day to prevent loss, but as you can imagine there are a lot of items to keep track of! The ECEC is not responsible for replacements if items are lost or damaged.

NOTICE OF EVALUATION

The University of Michigan-Dearborn Early Childhood Education Center 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 your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

LICENSING NOTEBOOK

Licensing inspections and special investigation reports from the past several years are available on the State of Michigan Child Care licensing website at www.michigan.gov/michildcare. Please use our free Wifi “MGuest” or ask to use our computer to access the site if you are interested in looking at the information.

Questions?

Please contact:

- University of Michigan Early Childhood Education Center at 313-593-5424
- The MDE Office of Great Start, Early Childhood Education and Family Services, at mde-gsrp@michigan.gov, or 517-373-8483, or 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

Materials were developed under a grant awarded by the Michigan Department of Education.



COLLEGE OF EDUCATION, HEALTH, & HUMAN SERVICES

EARLY CHILDHOOD EDUCATION CENTER
UNIVERSITY OF MICHIGAN-DEARBORN

ACKNOWLEDGEMENT OF RECEIPT OF APPENDIX

I, _____ (Parent/Guardian Name) have received and read the UM-D Early Childhood Education Center GSRP Appendix. I understand the policies and procedures given to me and agree to adhere to all school policies.

Please note: UM-D Early Childhood Education Center’s policies and procedures are subject to change to reflect the needs of the program, children, and families we serve.

We may also make changes or modifications in our policies if required by our licensing agencies. The UM-D Early Childhood Education Center will inform parents of changes taking place whenever possible in a timely fashion.

Child/ren Name(s)

Parent Printed Name: _____

Signature _____ **Date** _____