"Where stars are born and minds are developed."

CHILD STAR
DEVELOPMENT
Center

Child Day Care ✓

Before and After School Care ✓

Full Time Child Care ✓

We provide high quality child care and education.

GSRP
Parent Handbook

Parent Handbook

"Developed under a grant awarded by the Michigan Department of Education"

2023-2024 School calendar overview

2023-2024 School Hours
8:30am-3:30pm Monday-Friday

Emergency School Closing
In the event of inclement weather for Child Star Development Center please tune into Channels 2, 4, 7, and 50 news for school closing information. An email blast or text message will be sent out to parents through the information provided on the emergency card.

Contact Information
Child Star Development Center
10340 W. 7 Mile Rd.
Detroit, MI 48221
313-862-4730
313-397-6263 (fax)

Child Star Development Center II
17530 W. McNichols
Detroit, MI 48235
313-862-4730
313-397-6263 (fax)

Personnel
Owner: Denise Lomax
Office Manager/ Director: Hadassah McKnight
Director/Lead Teacher: Lynn S. Hullum
Lead teacher: Leslie R. McKnight Jr.
Early Childhood Specialist: Cynthia Pitts

Staff and Classrooms

The Great Start Readiness Program (GSRP) classroom at the Child Star Development Center is licensed by the State of Michigan for children 4 years of age. It is supervised by a Lead Teacher who has a bachelor's degree and in Early Childhood Education. Other staff includes an Associate Teacher who has a Child Development Associate, and aide qualified as caregivers under state licensing. The staff for the GSRP classroom has had an extensive background check with both the state police and Department of Human Services. Each teacher has received Child Safe training as well as being certified in CPR, First Aid and trained in blood-borne pathogens. A minimum of 24 hours of training in childcare is required each year.

Fees and Tuition

GSRP is a tuition free program for families who falls below 250% of the federal poverty guidelines. Applicants 251% and above the poverty guidelines will be charged according to the sliding scale.

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

Program Goals

The goals of the GSRP program is to provide every preschooler with the best educational opportunity through child-centered, hands-on curriculum set in a rich learning environment which is created through our families, community and professional staff.
We believe that young children learn to the best of their ability when given:
- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued
- Many opportunities for play and learning through play experiences
- Families are involved and we work together to help your child
- The activities are geared toward your child's current skills and interests

Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality preschool, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom.

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 assed 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 throughput 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

Child Star Development Center GSRP program will be fully enrolled with a waiting list through the following marketing and recruitment strategies:
- Notify parents of current Child Star Development Center students of the opportunity for enrollment of siblings from the school through newsletters and postings.
  In the event that this does not result in full enrollment the following strategies will be considered:

- Flyers: design and produce flyers for distribution to the Child Star Development Center families, local families through door-to-door distribution, local agencies, and neighborhood networks.
- Posters: design and produce posters for schools, local businesses, DHS Offices and agencies
- Submit articles and ads in local newspapers
- Submit information for posting on local cable TV

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.

<u>Family Referrals and Resources Policy</u>

Child Star Development teaching staff work together with parents to write referrals based on developmental needs of the child or for family services. The teaching team engage parents at enrollment, formal family contacts such as the Home Visits and Parent Teacher Conferences, and as needed based on family concerns. If the ASQ or COR data indicate there is a developmental concern, the teaching staff will schedule a meeting to discuss the findings, set individual goals and initiate the referral process.

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

Attendance Policy

Your child's attendance is important to us! We look forward to seeing your child at school every day. Daily attendance plays an essential piece in your child's education. In order to experience maximum benefits, it is very important that your child maintain regular attendance.

GSRP times are 8:30am-3:30pm Monday- Thursday. We require that all parents call the main office (313)-326-4133 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 weeks of consecutive absenteeism, the student will return to the GSRP waiting list and their slot will be filled.

Arrival/Dismissal

Students should arrive at 8:30 am. Students need to arrive on time and stay through dismissal to ensure they receive the full benefit of the program.

School dismisses at 3:30 p.m., unless indicated by the director. In the interest of students' safety and teachers' preparation time, parents must pick up their children immediately after dismissal.

When picking up children prior to dismissal, parents must sign children out with the office.

Release of Children

The normal procedure is to release the child only to his or her parents or someone else the parents designate. If someone other than the parent is to pick the child up, the person must be on the child's emergency contact list or have written permission and be at least 18 years of age. The emergency contact list designates who may pick the child up if there is an emergency and/or who may be called in the event no one picks the child up by 3:45pm. Adults picking up children other than a parent must show ID to insure safety and security.

<u>**Exclusion Policy**</u>

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.

<u>**Daily Routine**</u>

We provide a consistent daily routine for children which gives a sense of security that is needed to make choices and take risks, this offers an exciting learning environment with various learning opportunities.

A sample of our full-day Daily Schedule includes:

Arrival/Breakfast/Greeting: Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children have settled into classroom. Children have choices about whether to eat, spend time with books, or interact with adults and one another. If children are not eating at arrival, a mid-morning snack is substituted for breakfast. Once all children have arrived adults and children spend 3-5 minutes together sharing daily announcements.

Large-Group/Music and Movement: All adults and children participate in activities planned around children's interest and developmental levels. During this time, they have projects and cooperative play as well as events that are meaningful to children.

Planning Time: Children indicate their plans to adults in a place where in depth conversations can occur and where people and materials are visible. Adults use various strategies to support children's planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, and in small groups).

Work Time: (Children's hour of uninterrupted Choice Time) Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

Cleanup Time: Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children's level of participation and skill while supporting their learning.

Recall Time: Children are gathered in small groups settings during this time and are encouraged to reflect on their work time experiences. Adults offer a variety of materials to accomplish this, always following the children's lead (e.g., props, puppets, drawing, balls, hula hoops, bubbles, telephones, etc.) Adults are unhurried in their approach and may complete Recall Time with four or five children daily.

Small Group Time: An adult-initiated learning experience based on children's interest and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

Outside Time: Children have many choices about how they play in the outdoor learning environment, just as they do during Work Time indoors. Adults supervise children for safety and join in their active outdoor play. Adults support their initiatives, problem solving, and play ideas. Outside time is minimally 30 minutes each day, excluding time to dress and transition.

Bathroom/Wash Hands/Lunch Preparation: Children assist in preparation and set up for lunch after taking a bathroom break and washing their hands. Children choose where they would like to sit and are encouraged to serve themselves.

Lunch/ Toothbrushing: Family style meals encourage and support children's self-efficiency. During this time, they are serving themselves, pouring their own beverages, distributing napkins, and cleaning up spills if any. Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children during this time. Children are encouraged to clean their own meal space, disposing of leftovers, cleaning tables, and pushing in chairs.

Quiet/ Rest Time: Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest time plans are individualized to meet the needs of each child. Quiet play includes books, soft music, baby dolls, or fine motor manipulatives. Rest time occurs daily for one hour. Children are not required to sleep, a quiet activity will be given to those who choose not to. Each child will have their own labeled cot and parents are encouraged to bring in a small blanket that will go home at the end of each school week to be cleaned and returned.

Wake/Bathroom/Snack: As children wake up, adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space once done.

Work Time: A second work time, identical to the first, may vary slightly in the afternoon, however still ensuring that children are primarily involved in planning and carrying out their own intentions. Techers may implement activities with various grouping strategies to support targeted skills. At least one member of the teaching team will be assigned to support most children working in the open centers. A collaborative curriculum-planning approach helps to ensure that the teaching team will meet the individual needs of each child by supporting and extending development. GSRP expectations for active, play based learning must be met at all times.

Developmental Screening

Child Star Development Center uses ages and stages questionnaire (ASQ-3) for its developmental and social-emotional screening tool. ASQ-3 is highly reliable and a valid tool used to asses children's development. ASQ-3 indicates differing levels of development, educates parents about developmental milestones and incorporates parent's expert knowledge about their child.

In collaboration with the teaching staff, the parent and/or guardian will complete an Ages and Stages Questionnaire for their child during the first home visit. The completion of the ASQ-3 will help parents and/or guardians to understand their child's current level of development and encourage them to participate in activities which strengthen communication skills, decision-making skills, and advocacy for their children. Additionally, the results of the ASQ-3 will be used to guide in-class daily activities and individual extended learning activities for home.

If a developmental concern is indicated by ASQ-3, the teaching staff will work in partnership with the parent and/or guardian to begin the referral process. Before a follow-up observation or evaluation occurs, the family will be made aware of resources, the referral process, as well as, have any concerns addressed before a referral consent is signed.

Assessment

Child Star Development Center uses the Child Observation Record (COR) for its child assessment measure. COR is ongoing and used throughout the year. COR data is used to monitor each child's progress, adjust curriculum and materials, give a basis for interventions and keep parents abreast of their child's learning. This information is shared with parent during home visits, parent teacher conferences, and any other meetings with parents. All parents have the right to view their own child's observation record at any time.

Parent Notice of Measurements

Child Star 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 families. Program staff or a representative from MDE might:
• Ask parents questions about their child and family.
• Observe children in the classroom.
 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 (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.

Parental Involvement

Studies have shown that parental involvement is one of the leading predictors of student success, therefore, parents are included in every aspect of the education program. Every parent will be a member of their child's learning team. The team will consist of the child, teachers, and parents. As a team member, parents are active participants in their child's education by providing teachers with information and input on their child's educational needs. It is essential for parents to attend all Learning Team meetings/parent teacher conferences.

The leaning team meeting will focus on academic performance, strengths and challenges as a learner, setting academic and social goals for the year and most importantly, what is needed to help students reach their goals. The learning team as a whole is responsible for student success.

The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. Parents are welcome to share family experiences, volunteer in the classroom, chaperon on field trips and attend advisory meetings.

Advisory Committee

The advisory committee helps support active decision makers, developing and implementing training to instill confidence in parents as active members of an advisory committee. Parents will vote at the first orientation on a committee board, how often meeting will be held, times and days of the meetings and on topics that you want to discuss. Meeting will last no longer than one hour with childcare and light refreshments provided. Some typical topics may be field trips, home activities, and COR outcomes. If you are unable to attend the meeting, the agenda and handouts will be placed in your child's cubby the following day.

Data Analysis Team

The data analysis team reviews the PQA and COR results. The team will set goals and create a plan to reach them all based on the data outcomes. The team includes parents, teaching staff, Kindergarten teachers, Early Childhood Specialist and other stakeholders as required.

Home Visits

Home visits are conducted twice a year once in the fall before school starts and the last one in the spring. Each home visit will last one hour. Home visits are conducted to see the child in their home environment and for the teachers and parents to set individual development goals. Parents will complete the ASQ-3 questionnaire and fill out any additional paper work.

Parent Teacher Conference

Conference are held twice a year in December and June. At the conference teachers and parents will review the child's individual learning plan and developmental summary from the COR observation. At this time current goals will be revisited, and new ones set if necessary.

Discipline/Conflict Resolution

Child Star Development follows Michigan licensing requirements for discipline which includes Rule 140. (1) Positive methods of discipline that encourage self-control, self-direction, and self-esteem. Cooperation shall be used.

(2) All of the following means of punishment shall be prohibited:

(a) Hitting, spanking, shaking biting, pinching, or inflicting other forms of corporal punishment.

(b) Restricting a child's movement by binding or tying him or her.

(c) Inflicting mental or emotional punishment, such as humiliating, shaming or threating a child.

(d) Depriving a child of meals, snacks, rest, or necessary toilet use.

(e) Excluding a child from outdoor play or any other gross motor activities.

(f) Excluding a child from daily learning experiences.

(g) Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

(3) Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by subrule (2) of this rule. Staff will support children as they solve problems with materials, do things for themselves, and assist them in resolving conflicts with peers. In our classrooms, adults will:

- Encourage children to do things for themselves throughout the day;
- Treat conflict situations with children matter-of-factly;
- Approach children calmly and stop any hurtful actions;
- Acknowledge children's feelings
- Involve children in identifying the problem by gathering information from children and restating the problem;
- Ask children for solutions and encourage them to choose one together; and
- Give follow-up support when children act on their decisions.

Appropriate Dress

Children will engage in meaningful developmental activities both indoors and outdoors. Children will have outdoor play on a regular basis, unless prevented by inclement weather. To ensure your child's safety we recommend the following:

- **Shoes:** NO open toe shoes/dress shoes
- **Winter Dress:** Gloves, scarf, hat, coat, boots, (Please make sure your child has a pair of shoes to change into)
- **Daily Dress:** Clothes that can get dirty when your child plays with sand, water, paint, etc. Therefore, dress them in comfortable and washable clothes.
- **Uniforms shirts:** can be worn on the daily basis.

Cubbies

Each child will be assigned a cubby. The cubby should be used for outerwear, parent handouts, and children's work. Please check your child's cubby daily.

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.

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'm Vomiting	I have a rash, lice or nits	I have diarrhea	I have an eye infection	I have a sore throat	I'm just not feeling very good.	I have a fever
Two or more times in 24 hours.	Body rash, especially with a fever or itching. Lice or nits	3 or more watery stools in 24 hours.	Thick mucus or pus draining from the eye.	With fever or swollen glands.	Unusually tired, pale, lack of appetite, confused or cranky	Temperature of 100°(F) or more (taken under the arm) AND sore throat, rash, vomiting, diarrhea, coughing or just not feeling well.

When Your Child is Sick: 1. Make plans for back up child care. 2. Tell your caregiver what is wrong with your child, even if your child stays home.

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.

Pest Management

Child Star Development Center participates in regular pest prevention programs. In compliance with licensing rule R400.5940 (9A, 9B) families will receive 24-hour advance notice in the event that it is necessary to apply a pesticide. We will notify all families through written postings. The notification will include information about the pesticide, target pest or purpose, approximate location, date of application, contact information at the center and a toll-free number for a national pesticide information center recognized by Michigan Department of Agriculture.

Acceptable Use Policy
Acceptable Use Policy Philosophy:

Technology is an integrated component in the lives and education of the students and staff. It is also in a state of constant change. Applications and hardware are continually developing. It is the District's responsibility to give access to technology, teach students how to use technology and information access responsibly, protect students from inappropriate content, and assure students use technology responsibly.

As an educational system, we will prepare our students to effectively and responsibly use technology in their daily lives.

To that end, we must balance the need to understand and use technology while protecting our students from inappropriate content. We will allow the use of the technology but will review the content. We must provide access to the technology tools such as email, social networking sites, video archives, music sites, animations, and ensure that the students understand how to use them in an acceptable safe manner.

The use of technology in the district is a service extended to students, staff, and community members to enhance learning and educational information exchange. For this policy, technology includes, but is not limited to laptop and desktop computers, headphones, printers, SMART boards, document cameras, student response systems, video equipment, the telephone system, district software and various other equipment. Each user of technology shall read this document ad sign the User's Responsibility Declaration form. The intent of the policy is to recognize and comply with existing federal requirements for privacy and Internet Safety, The Children's Internet Protection Act, and to ensure a safe and responsible use of district technology within the school.

Users have the privilege to:
- Use all authorized hardware and software for which they have received training
- Access the Internet and outside resources to retrieve information
- Use approved *personal* equipment in school to facilitate learning and enhance education information exchange.

User Responsibility

The following technology equipment and activities are allowed when they are used to facilitate learning with permission of the classroom teacher: computers, personal digital assistants, e-mail, instant messaging, blogging, music/video, cell communication, cameras, and media players. Personal technology being used during school functions or on school property will fall under the same rules as though the equipment is provided by the district.

Users are Responsible for:

- Properly using and caring for hardware and software which they have received training
- Refraining from using technology for which they have not received training
- Obtaining permission from the District Technology Coordinator or support before bringing in personal software and/or hardware for use on school equipment
- Keeping computer systems virus free and are responsible for reporting any suspected virus to the District Technology Coordinator or support
- Keeping hardware and software from being removed from school premises or modified without permission from the principal or the District Technology Coordinator
- Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords
- All material received via the Internet under his/her user account and accepts responsibility for keeping all pornographic material, inappropriate files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school via the Internet
- Maintaining the integrity of the electronic mail (e-mail) system, reporting any violations of privacy, and making only those e-mail contacts that facilitate learning and enhance educational information exchange
- Adhering to the copyright laws in the use of software and in the transmission of copying of text or files form Internet or other resources