

Montessori Center of Downriver

Great Start Readiness Program (GSRP) Family Handbook 2026/27



15575 Northline Road

Southgate, MI 48195

www.montessoridownriver.com

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

Table of Contents

Table of Contents.....	2
Welcome	1
Mission Statement	1
Program Philosophy: The Montessori Method	1
What is the Great Start Readiness Program (GSRP)?	1
Student Eligibility and Prioritization.....	2
Enrollment and Withdrawal	3
Withdrawal.....	3
Confidentiality Policy.....	3
Schedule of Operation	3
Daily Routine	4
Rest Time.....	4
Physical Activity	4
Curriculum: The Montessori Method.....	5
ASQ Screening and Ongoing Child Assessment	5
Family Conferences.....	6
Intervention and Referral Policy.....	6
Individuals with Disabilities.....	7
Local Community Resources.....	7
Family Engagement.....	7
Home Visits.....	7
Family Involvement.....	7
School Readiness Advisory Committee (SRAC)	8
Purpose of the Committee.....	8
Program Components Reviewed	8
Meeting Schedule and Participants.....	8
Montessori Center of Downriver GSRP Family Participation Group	8
Great Start Collaborative Wayne County	8

Family Feedback	9
Attendance Policy	9
Building Access	9
Sign-in/Sign-out Procedure	9
Arrivals and Departures	9
Drop-off Procedure	9
Late Arrivals.....	10
Pick-up Procedure.....	10
Early Drop-off or Late Pick-up	10
Late Pick-up Fee.....	11
Extra Care	11
Family Contact Information	11
School Dress	11
Extra Change of Clothes.....	11
Discipline, Guidance, and Conflict Resolution	11
How Staff Support Children	11
What the Program Does Not Do.....	12
Reporting Suspected Abuse or Neglect	12
Illnesses.....	12
When to Keep a Child Home.....	12
Children Who Become Sick While in Our Care.....	13
Procedure for Sick Children in Our Care.....	13
Medication.....	13
Non-prescription Medication Policy	13
Emergency Medical Treatment.....	13
Bee/Wasp Sting Policy	13
Pesticide Policy.....	14
Emergency Closings	14
Inclement Weather School Closings	14
Licensing Notebook	14

Health Policy and Resources	15
Dental Policy and Resources	15
Toys from Home.....	15
Staff Credentialing	16
Lead Teacher	16
Associate Teacher	16
Class Size and Ratio.....	16
Staff Training Plan.....	16
Food Service Policy.....	17
Supporting Transitions	17
Passive Consent of Program Evaluation.....	18
Grievance Policy	18
Appendix 1: Montessori Center of Downriver Calendar	19
Appendix 2: Family Notification of the Licensing Notebook.....	20
Appendix 3: Receipt of Handbook Verification Form	21
Appendix 4: Policy Agreement and Permission Form	22
Appendix 5: Program Evaluation Notice	23
Appendix 6: Cultural Compliance Plan	24

Welcome

Welcome to the Montessori Center of Downriver Great Start Readiness Program (GSRP) preschool classroom. This handbook provides important information about our program and is designed to help families understand what to expect throughout the preschool year. We hope it provides a positive and successful experience for both children and families

Mission Statement

The mission of the Montessori Center of Downriver Preschool GSRP is to provide a nurturing, developmentally appropriate environment that promotes individual growth, as well as a positive self-image and a love of learning.

We are a non-discriminatory center. We do not screen children before admission to our program with regard to individual academic abilities, race, religion, or ethnic origin. We are a non-denominational center. We have no affiliation to any church or religion

Program Philosophy: The Montessori Method

At the Montessori Center of Downriver, we believe:

- Each child carries with them the person that they will someday become.
- Each child is different and therefore develops and learns at their own pace.
- The early childhood years are critical for the cognitive, social, and emotional development of the child.
- Children deserve the opportunity to build self-esteem and positive attitudes about learning.

Our philosophy takes the whole child into account with physical, emotional, social, and cognitive foundations. Our environment fosters creativity through freedom of choice and freedom of movement. By careful observation of the child, the teacher can direct the child to purposeful activities that will fulfill all of their developmental needs.

What is the Great Start Readiness Program (GSRP)?

The GSRP is Michigan's state-funded preschool program for four-year-old children with factors that may place them at risk for low educational attainment. The program is administered by the Michigan Department of Lifelong Education, Advancement, and Potential, 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 outcomes, programs must provide for active and continuous involvement of families in the learning process. Through advisory committees, families assist in evaluating and making recommendations about the program.

Student Eligibility and Prioritization

Children must be 4 years old (but not yet 5) on or before September 1st of the school year and meet eligibility factors identified by the Michigan Department of Lifelong Education, Advancement, and Potential.

These factors include:

1. Low family income
2. Diagnosed disability or identified developmental delay
3. Severe or challenging behavior
4. Primary home language other than English
5. Family(ies) with low educational attainment
6. Abuse/neglect of child or family
7. Environmental risk

Students whose family's total income falls below the 130% FPL guideline will be referred to a Head Start Program. If accepted into both programs, families will need to make a choice by a given deadline each year. Until a decision is made, students eligible for Head Start will have a seat held open at the Montessori Center of Downriver GSRP Preschool Program.

Once eligible 4-year-olds (with precedence being given to identifying eligibility factors) have been placed, the next precedent will fall to children turning 4 years of age between September 2 and December 1. Applications for children who will turn 4 years of age between September 2, and December 1 may not be considered for enrollment until August 15th or later.

Prioritization Chart:

Month	Action
January 1 – April 30	Before accepting applications, establish the reserved percentage as outlined below.
	Applications are received and eligibility is determined.
	Families whose applications indicate they are eligible for Head Start must be referred to the Head Start program.
	Families indicating homelessness, foster care, or IEPs must be prioritized, up to the reserved percentage.
	Enroll families with incomes at or below 400% FPL, prioritizing based on income and program eligibility factors, up to the reserved percentage.
	If all families with incomes at or below 400% FPL have been enrolled, families with income levels above 400% FPL may be enrolled up to the reserved percentage prioritizing based on income <u>and local demographic data</u> .
May 1	ISDs enroll all families, regardless of FPL, up to the reserved percentage.
August 1	Begin utilizing the reserved percentage to enroll families based on income and eligibility factors, prioritizing families with the highest need first.
August 15	<u>If openings remain from the reserved percentage,</u> enroll any remaining families <u>including those with</u> income above 400% FPL eligibility up to the full allocation.

Enrollment and Withdrawal

Enrollment of students will be based on availability of an opening in the class. A waiting list of eligible students will be maintained, and openings will be filled based on eligibility factors, and the order in which they were received.

- No child will be discriminated against because of race, national origin, sex, or disability.
- All required forms must be completed and signed before a child may attend the program. Families must agree to keep all information updated, as necessary.
- This Child Information Record will need to be filled out prior to the start of the school year:
https://www.michigan.gov/documents/lara/lara_BCAL_3731_Child_Information_Record_062315_492679_7.pdf
- A Health Appraisal form must be submitted. Please be sure that this form is signed and dated by your child's physician, and that the activity restrictions section is complete: <https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/CCLB/Forms/Child-Care-Centers/MDHHS-3305-Health-Appraisal-Form.pdf?rev=4bb7376cd83d4657bbe8428071c442ed&hash=295F52861AC45936285EA1E4C4DB83DE>

Failure to comply with immunization standards will result in the termination of your child from our program (Immunization record must be on file for child to begin). *Licensing requires that ALL sections of all forms be filled in.*

Withdrawal

Please notify the Montessori Center of Downriver office in writing if withdrawing your child from our program. The notification of withdrawal period is one day from your child's last day. Email is an acceptable way to notify us in writing.

Confidentiality Policy

The information presented to the Montessori Center of Downriver Great Start to Readiness Program will remain confidential and not be disclosed to parties other than our GSRP staff members and the Michigan Department of Lifelong Education, Advancement, and Potential without written consent from the family. Families will be asked to sign a release of information allowing our GSRP to share children's records with his or her next school.

Schedule of Operation

The GSRP classroom follows the Southgate Community School District's year-long calendar for holidays. GSRP classes are offered Monday through Friday from 8:30am to 3:30pm. Inclement weather or power outages may require that school be closed.

Daily Routine

Time	Minutes	Activity
8:30	15	Greeting/Breakfast
8:45	30	Outdoor time (weather permitting)
9:15	125	Independent work time, small group or individual lessons within the Montessori curriculum.*
11:20	10	Read aloud
11:30	10	Handwashing and preparation for lunch
11:40	55	Lunch
12:35	60	Quiet time
1:35	10	Wake/Bathroom
1:40	30	Outside time
2:10	60	Independent work time, small group or individual lessons within the Montessori curriculum.*
3:15	15	Read aloud
3:30	Dismissal	

* Individual snacks are available on demand from 9:15-11am and 2:10-3:10.

Rest Time

Children who attend for five or more continuous hours have a scheduled daily rest period. Children are not required to sleep. Each child is provided with appropriate rest equipment and supervision. Children who do not sleep are offered quiet, developmentally appropriate activities. Staff supervise children throughout rest time and support a calm, respectful environment.

A cot and nap mat will be provided and labeled with your child's name. Nap mats will be laundered at the school. If your child does not fall asleep, they may engage in quiet activities indoors or have additional outdoor time (weather permitting)

Physical Activity

Outdoor time gives children opportunities to run, jump, climb, slide, race, dig, and explore. In addition to supporting health and well-being, it helps children connect with nature, move more freely, and build social skills.

GSRP guidelines require children to be engaged in a minimum of thirty minutes of outdoor play where they can be active and physical. Our program has both morning and afternoon outside time. This includes but is not limited to running, jumping, climbing, etc. The outdoor environment is an extension of the classroom and provides students with many opportunities to explore and continue to build social skills. Research states, "Good physical health and well-being, and a safe environment contribute to improved learning. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth" (Michigan Department of Lifelong Education, Advancement, and Potential).

We monitor the weather daily to determine whether it is safe to go outdoors. Outdoor play may be shortened, moved, or canceled when wind chill, heat index, storms, heavy rain, lightning, hail, icy conditions, unsafe surfaces, or poor air quality make outdoor time unsafe. If weather does not permit outdoor play, then alternative indoor movement activities will be done in the classroom.

Curriculum: The Montessori Method

Authentic Montessori Primary/Early Childhood programs are founded on the human development theories of Dr. Maria Montessori, who used scientific observation to identify the needs and tendencies of the 3–6-year-old child and designed learning environments to meet those needs for movement, exploration, repetition, order, physical independence, and social and emotional security.

Benefits of these prepared environments include growth toward independence, self-direction/executive function skills, and concentration. Children are introduced to specially designed materials, and with repetition and practice with the materials, they discover concepts in language, mathematics, science, practical life exercises, and refinement of the senses.

Respect, freedom with responsibility, and peaceful conflict resolution are integral to this process. Adults are mindful of being models of the behaviors we foster in children. Freedom to move about the classroom and choose materials is balanced by the responsibility to abide by classroom expectations of courtesy and respect of others. Conflicts are resolved by teaching how to talk through what is needed and desired by the children involved in the conflict.

ASQ Screening and Ongoing Child Assessment

Upon family consent during the initial home visit, teachers will complete the Ages and Stages Questionnaire, 3rd Edition (ASQ-3) developmental screener. The ASQ-3 relies on families as experts to create a snapshot of children's abilities in large and small muscle coordination, perception, language, cognitive development, emotional development, and behavior. For many families, screening provides the assurance that their child is "on track" for achieving typical developmental outcomes and can provide the first indication of concern.

The Montessori Center of Downriver GSRP Preschool utilizes the Teaching Strategies GOLD child assessment tool. Assessments will be done three times per year. Teaching Strategies GOLD is an observation-based instrument that provides systematic assessment of young children's knowledge and abilities in all the following areas of development:

- Social-Emotional

- Physical
- Language
- Literacy
- Cognitive
- Mathematics
- The Arts
- Science and Technology
- Social Studies
- English Language Acquisition

Teaching Strategies GOLD helps teachers capture and analyze each day's play-based learning and then translate it into positive child outcomes through targeted, individualized instruction. Children's anecdotes are entered into the system and scored using valid and reliable measures. The collected data is reviewed by teaching staff and drives purposeful and intentional teaching practices.

Teaching staff will share individual developmental profiles with families by exchanging information to support children's learning and development at home and at school. This is done both through conferences and home visits, and informally during drop-off and pick-up times, e-mail, texts, or any other method preferable by families

Family Conferences

Teachers will schedule two 30-minute family conferences each year to share information about each child's progress. During these conferences, teachers will partner with families to discuss ideas and activities that support each child's continued learning, growth, and development at home and at school.

Intervention and Referral Policy

We strive to meet the individual needs of every child in our program. We believe in partnering with families so children can reach their fullest potential. When information suggests that a child may need additional support in any developmental area, teachers will communicate with the family and work together to create an early intervention plan. Concerns may be identified through screening scores, classroom observations, family communication, or reports from doctors or other specialists. The early intervention plan may include teacher-family goal setting, aligned strategies for home and school, and frequent progress monitoring. If a disability is suspected, including moderate developmental delays or concerns that continue after intervention, the family or classroom teacher may request an evaluation through the local ISD's Early Childhood Preschool Special Education department. After a written request from the family, the school district where the family resides has 10 school days to notify the family in writing of its intent to evaluate and request consent. Evaluations may take place only with written family consent.

Once all information has been gathered, the results will be reviewed with the family. If an Individualized Education Program (IEP) is recommended, a meeting will be scheduled with the family, teachers, and other involved personnel. During this meeting, the team will determine what additional services are needed and who will provide them. The child's teacher and the school district team will work together throughout the year to ensure the IEP is

implemented consistently and with fidelity, including any special modifications or strategies needed to support the child as a full participant in the classroom community.

If a child is already receiving Special Education services for a disability, the GSRP staff will join the IEP team and support the IEP goals in the classroom. All Special Education services will be provided in the preschool environment, as determined by the IEP team and family. We will maintain a high level of confidentiality regarding students with special needs and work to ensure all children with disabilities feel respected, safe, supported, and protected.

For information about referring your child for a developmental evaluation, see: https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/familymatters/FM2/SE_Process_FactSheet.pdf?rev=451cbfac348f420e803cfba5ac21bc10

Individuals with Disabilities

The Montessori Center of Downriver GSRP Preschool staff is dedicated to assisting families with disabilities. Accommodation will be provided to families that have individual needs in communicating with staff. We will partner with the Wayne County Intermediate School District to accommodate families that need additional support.

Local Community Resources

Families may need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

Helpful resources include Wayne RESA Early On referrals at (734) 334-1393 or 1-800-EARLYON, Help Me Grow, and the Great Start family resource network.

Family Engagement

Home Visits

In addition to two family-teacher conferences, GSRP requires teachers to complete two 45-minute home visits each year, one in the fall and one in the spring. Home visits are scheduled in advance and provide individualized time for teachers and families to connect. The purpose of these visits is to build positive relationships, support each child's learning, and create a welcoming partnership between home and school.

Family Involvement

Strong connections between family, school, and community help children thrive in school and in life. Family involvement supports learning at home and is linked to positive child outcomes. We will host events throughout the year to encourage family participation, strengthen school-community relationships, and build a welcoming sense of community within our program

School Readiness Advisory Committee (SRAC)

*See pg.14 of [ISD Administration of GSRP](#)

Purpose of the Committee

Families are invited to participate in the region-wide School Readiness Advisory Committee, which supports kindergarten readiness and school-age success through third grade.

Program Components Reviewed

The committee reviews and makes recommendations on the following program components:

- Partnerships with the local Great Start Collaborative (GSC), Regional Resource Center, and other community agencies to strengthen school readiness efforts.
- Collaborative recruitment and enrollment processes that help ensure each child is enrolled in the program best suited to their needs while maximizing federal, state, and local resources.
- Curriculum alignment across programs.
- Nutrition services that use federal, state, and local food program support, as applicable.
- Health and developmental screening processes.
- Referrals to community social service agencies, when appropriate.
- Family involvement opportunities.
- Collection and review of child outcome data to support continuous improvement.
- Annual state funding and guidance.
- Transitions into preschool or kindergarten.

Meeting Schedule and Participants

The School Readiness Advisory Committee meets three to four times per year. Participants may include teachers, families, administrators, community partners, and ISD early childhood staff.

The committee also serves as the ISD-wide data analysis committee.

Montessori Center of Downriver GSRP Family Participation Group

*See pg. 12 of [ISD Administration of GSRP](#)

Families are invited to participate on the local GSRP Family advisory committee, with a focus on local considerations, including recruitment/enrollment, results, and child outcome data. This committee minimally meets twice each program year. The committee has one family representative for every 18 children enrolled in the program, with a minimum of two families or guardians. The local GSRP Family advisory committee also has representation from the GSRP teaching staff and the support of other GSRP administrations. Families who would like to be involved with the committee will be offered training and will help shape the future of the GSRP.

Great Start Collaborative Wayne County

*See pg. 5 of [ISD Administration of GSRP](#)

Great Start emphasizes the value of early support in promoting children's health, safety, and long-term success. Members of Great Start Collaborative Wayne County work together voluntarily to raise awareness about the need for a comprehensive early childhood system. Families interested in serving on the committee will receive training and have opportunities to help shape the future of GSRP.

Family Feedback

Family feedback is important to us as it helps shape the quality of our program. The Montessori Center of Downriver GSRP Preschool staff may collect verbal or written family feedback during home visits, family-teacher conferences, or through surveys throughout the year.

Attendance Policy

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.

We are required to document all absences. If your child is absent, please notify the classroom teacher through the Procure Parent Connect App on the morning of the absence and include the reason for the absence and the expected return date.

If we do not receive notification, you may receive a note or phone call asking about your child's absence. After two days of absence, if the center has not been notified, the teachers will contact the family. If a child is absent repeatedly or for several days, staff will reach out to check in, offer support, and partner with the family around a return plan if needed. For planned extended absences, please communicate with the teachers as soon as information is available.

Preschoolers who miss 10 consecutive school days without communication or explanation will be placed back on the waiting list.

Building Access

For the health and safety of our Montessori family, only staff and children who are enrolled will have access to the building. Please see drop-off and pick-up procedure below.

Sign-in/Sign-out Procedure

Your child's teacher will sign your child in/out on the Procure Parent App. You will receive a notification when this happens.

Arrivals and Departures

Drop-off Procedure

To accommodate a safe and efficient drop off, before the start of the school year, you will receive a message through the Procure Parent App with a designated timeframe to enter our car line. We will try to be as flexible as

possible, but keep in mind that we must accommodate over 50 cars in the drop-off line between the hours of 8:00 a.m. and 9:00 a.m.

Your child's car seat must be on the passenger's side of the vehicle. Pull up to the drop-off sign at the front of the building. (You will be facing south.)

1. Make sure your vehicle is in park.
2. Your child must exit on the right. Please have your child's car seat on the passenger side of the car for the safety of students and staff. If you have more than one child, please have the older child's seat on the driver's side so that you can unbuckle them, and they can climb out the passenger side.
3. Continue straight heading south to exit the drop-off lane. Never pull through empty parking spots or pass other cars.
4. Please keep your goodbyes short and sweet so we can keep the line moving.
5. Have all necessary items for your child's day in the bag that was provided by the school and hand it to the staff member who is helping your child out of the car. Please do not send any other bags, backpacks, or toys to school.
6. Please do not use cellphones in the drop-off lane.

For the safety of everyone involved, do not walk your child in while drop-off is still happening.

Late Arrivals

We cannot accept arrivals in the car line after 9:00 a.m. If you arrive after 9:00 a.m., park in a designated parking space (not in front of the building) and walk your child in. If the desk is unattended, please ring the bell.

Pick-up Procedure

At the beginning of the school year, you will receive a message through the Procure Parent App with directions for your designated pick-up spot. Should a person unknown to the staff pick up a child from school, the following procedure will be followed:

1. The person picking the child up from school must be listed on the Child Information Record and must show picture identification. No exceptions will be made. Changes and/or additions to the Child Information Record can only be made in person. We will NOT accept changes or additions by email, phone, fax, or the Parent Procure App.
2. In cases where a parent is awarded sole custody and the child is not to be released to the other parent, a copy of the court order must be on file at the center.
3. We will not release children to an adult who is under the influence of drugs or alcohol.
4. Children must be properly secured in a car seat. We will not release children if they do not have an age-appropriate car seat.

Early Drop-off or Late Pick-up

Families, guardians, and other authorized adults must arrive on time for drop-off and pick-up. Your child's class time is 8:15am to 3:15pm. Teachers and staff have duties before and after program hours and cannot supervise children outside scheduled times. Parents may sign up for extra care before 8:15am and after 3:15pm before the start of the school year. We will work with families to resolve drop-off or pick-up concerns.

Pick up time is between 3:15 and 3:30. If you have not opted in for extra care, you must be here no later than 3:30 as we will not have the required staff to student ratio to keep your child in our care.

Late Pick-up Fee

Pick up after 3:30 will result in a \$20 fee for the first minute and \$5 for every minute thereafter.

Extra Care

Before and/or aftercare is available upon request. You can request extra care by completing and returning the [Extra Care Form](#) in advance.

Family Contact Information

Families are responsible for notifying classroom staff immediately of any address or phone number changes, or any updates to individuals listed on the Child Information Record. Keeping this information current ensures that a family member or guardian can be reached quickly in an emergency or for other communication needs.

School Dress

Washable play clothes are the most appropriate. Open-toed shoes and flip-flops are discouraged for safety reasons. Sneaker-type shoes are preferred. As the weather turns cold, children will need to wear boots, mittens, and warm outer clothing as we take children outdoors to play. Please remember names must be marked on all outerwear.

Extra Change of Clothes

In case of spills, illness, or accidents, we will need a change of clothes in a gallon-size baggie labeled with your child's name. Please replenish the clothing throughout the year as needed. If your child has an accident and does not have a change of clothes, you will be called to pick up your child.

Discipline, Guidance, and Conflict Resolution

The MCOD GSRP uses positive guidance, problem-solving, and relationship-based practices to help children learn social and emotional skills.

How Staff Support Children

- Staff approach children calmly and respectfully.
- Adults help children name feelings, solve problems, use words, and repair relationships.
- Teachers model kindness, clear expectations, predictable routines, and safe choices.
- Children are redirected to appropriate activities and supported to rejoin classroom learning successfully.

What the Program Does Not Do

- Children will not be excluded, suspended, or expelled from classroom programming or transportation services for behavioral, toileting, or other non-health related needs.
- The program does not use corporal punishment, humiliation, seclusion, or restraint except as allowed by law in an emergency to protect immediate safety.
- Meals, snacks, rest, and participation in learning activities will not be withheld as punishment.
- If a child has persistent or significant behavior concerns, staff will partner with the family and, when appropriate, seek consultation or referral support so the child can continue to participate successfully and safely.

Reporting Suspected Abuse or Neglect

The Child Protective Services Act is designed to protect the welfare and best interest of all children. Under the act, our employees are considered Mandated Reporters and are required by law to report any suspicion of abuse or neglect to the appropriate authorities.

Illnesses

When to Keep a Child Home

Fever: When a child has a temperature higher than 100.4, they must be fever free for 24 hours without fever-reducing medication.

Cough: When a child is coughing, they may be spreading contagions. They should remain at home until the cough is under control.

Diarrhea: A child must stay home if they have two loose or watery stools, even if there are no other signs of illness. The child should have no loose stools for 24 hours prior to returning to school.

Vomiting: The child should have no vomiting episodes for 24 hours prior to returning to school.

Rash: Children should stay home until the rash subsides or until a healthcare provider has determined it is not infectious. A written note from the physician is required to return to school.

Strep throat: Children must be excluded and be on an antibiotic for 24 hours before returning to school.

Malaise: A general feeling of discomfort, illness, or uneasiness whose exact cause is difficult to identify and prevents a child from functioning in a school setting.

Constipation treatment: If you need to administer any constipation treatment to your child, they must be kept home until they have had a full bowel movement.

Certain communicable diseases: Children diagnosed with certain communicable diseases may need to be excluded for a certain period of time.

Please inform the school when your child has a contagious illness. Health bulletins regarding contagious illnesses will be communicated via the Procure Parent Engagement App.

Children Who Become Sick While in Our Care

If your child becomes sick while in our care, you will need to pick them up immediately. You will be notified of the exclusion period through a message in the Procure Parent App. When children become ill in our care, they cannot return the next day, even with a doctor's note.

Procedure for Sick Children in Our Care

1. The lead teacher will call or text the primary caregiver(s) immediately.
2. If the caregiver(s) cannot be contacted, we will call the emergency contact listed on the Child Information Record. It is important that you make sure all phone numbers listed on your Child Information Record are accurate and up-to-date.

Medication

To administer medication (including topical non-prescription) to your child, we must have the medication in the original container. Prescription medication must be labeled with your child's name. The parent or guardian must complete a permission form to administer medication with written instructions on the time and dosage of medication to be given. This form is available on our website or can be downloaded directly [here](#).

No supplements or medications are allowed in children's water bottles.

Non-prescription Medication Policy

Licensing regulations for topical non-prescription items including (but not limited to) lip balm and hand lotion are as follows: Written parental authorization is required annually, and the items must be labeled with the child's name. Items must be given to a staff member and cannot be sent in the child's school bag. Hand sanitizers are not permitted.

Emergency Medical Treatment

The following procedure will be followed for a child in need of emergency medical treatment:

1. 911 will be called.
2. The parent will be notified via phone or Procure Parent App.
3. If a parent cannot be reached, the emergency contact will be notified.
4. A report will be made to DHS licensing.

It is of the utmost importance that the Child Information Record is completed and is kept up-to-date and accurate in case of an emergency.

Bee/Wasp Sting Policy

When a child is stung by a bee or wasp while in our care:

1. We will check to see if the stinger is still present. If the stinger is visible in the wound, we will remove it immediately using a hard, blunt object, such as a butter knife or credit card, to swipe over the area to

remove the stinger. After a sting, the honey bee venom sack remains in the skin and can take 2 to 3 minutes to release all of its venom, so prompt removal of the stinger can reduce the sting's severity.

2. We will apply ice or a cold pack to the area to reduce the body's inflammatory response.
3. The Lead Teacher or Daycare Staff in charge will call the parent to inform them of the sting. We will monitor the child for signs of a systemic allergic reaction, which may consist of hives, redness, or swelling at sites on the body distant from the site of the sting. Other symptoms may include vomiting, nausea, diarrhea, and dizziness.

Pesticide Policy

If we should find it necessary to apply pesticides for pest management, we will provide a notification via the Procure Parent App. These notices will contain:

1. The target pest
2. The approximate location
3. The date and time of the pesticide applications

The toll-free number for the National Pesticide Association is 800-858-734.

Emergency Closings

The following situations may cause an emergency school closing:

- Power outage
- Water outage
- No heat in winter
- No air in summer
- Hazardous material spill
- Train derailment

If any of these should happen before the start of the school day, you will be notified of the school closing via the Procure Parent App. If the occurrence is during the school day, we will send an emergency text on the Procure Parent App for you to pick up your child.

Inclement Weather School Closings

We will announce the closing of our school on Channels 2, 4, and 7. There are many Montessori schools in Wayne County, so be sure to look carefully. Our name will be displayed as Montessori Downriver. You will also be notified through the Procure Parent App.

Licensing Notebook

The Montessori Center of Downriver maintains a licensing notebook of all licensing inspection reports, special investigation reports, and all related corrective action plans. The notebook is available (in the vestibule) for parents to review during regular business hours.

Licensing inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

Health Policy and Resources

The Montessori Center of Downriver GSRP emphasizes the importance of prevention, early intervention and treatment of common childhood illnesses and other health or developmental concerns. Every child enrolled is required to have the necessary immunizations as required by the state vaccine law to attend preschool. Waivers for immunizations on religious or health grounds must be submitted prior to the start of school. Children will not be able to attend without immunization records or waiver form from the Wayne County Health Department. A health appraisal form must be completed by a medical professional and submitted within 30 days of school entry. It is through checkups and tests that physicians can identify potential health problems.

For more information on vaccines or to find vaccination schedules, please visit: [https://www.cdc.gov/vaccines-children/?CDC_AAref_Val=https://www.cdc.gov/vaccines/Family s/downloads/milestones-tracker.pdf](https://www.cdc.gov/vaccines-children/?CDC_AAref_Val=https://www.cdc.gov/vaccines/Family%20s/downloads/milestones-tracker.pdf)

Dental Policy and Resources

The Montessori Center of Downriver GSRP teaches children about healthy eating habits and good oral hygiene. Through classroom activities, reading aloud, and general conversation, children learn how to care for their teeth by eating healthy foods and brushing their teeth on a regular basis. Teachers will share information on oral hygiene with families during home visits or family-teacher conferences.

We recommend encouraging healthy dental habits at home. Between the ages 3 and 6, teach your child how to brush and floss. Supervise to make sure they reach all their teeth on all sides (front, top, and back). Just like adults, kids should brush twice daily for at least two minutes each time, using a pea-sized amount of fluoride toothpaste. Brushing in the morning and evening is usually best. Special picks or pre-threaded flossing tools can make flossing easier for little hands.

Make sure your child drinks plenty of plain water. In most communities, water supplies have added fluoride to prevent tooth decay. (Not sure if your tap water has fluoride? Use this [online map](#) to find out.)

Watch your child's diet carefully. Cavity-causing bacteria feed on sugary foods and drinks, including ones you might think are healthy, such as fruit juice, baked goods and cereal bars made with honey or molasses.

<https://www.mouthhealthy.org/all-topics-a-z/baby-teeth>

<https://www.mouthhealthy.org/dental-care-concerns>

<https://findadentist.ada.org/>

<https://www.brushdental.org/>

<https://2min2x.org/about-kids-teeth/>

Toys from Home

Please leave all toys at home. Toys brought from home can easily get misplaced or even broken.

Staff Credentialing

Lead Teachers, Associate Teachers, and paraprofessionals employed by the Preschool Great Start Readiness Program (GSRP) must be considered highly qualified and comply with all Michigan Department of Lifelong Education, Advancement, and Potential GSRP guidelines and the Michigan Child Care Licensing Bureau.

Lead Teacher

A lead teacher in a Montessori classroom must be qualified to teach in GSRP and be trained in Montessori. A bachelor's degree in any subject and completed training through a Montessori certification program affiliated with the Montessori Accreditation Council for Teacher Education (MACTE), the Association Montessori International (AMI), or the American Montessori Society (AMS) qualifies the lead teacher in this setting.

Associate Teacher

1. Any GSRP associate teacher hired after June 21, 2011, must minimally have one of the following:
 - a. An associate degree (AA) in early childhood education or child development or the equivalent; or
 - b. A valid Center-based Preschool CDA credential; or
 - c. An existing 120 Clock Hour approval

Class Size and Ratio

GSRP guidance states that up to a 1:8 adult/child ratio must be maintained at all times. The Montessori Center of Downriver GSRP will cap at 16 children in an effort to better meet the needs of our youngest learners.

Staff Training Plan

Preschool staff will participate in training as required by the State of Michigan. Staff will participate in professional development throughout the year, and documentation of such training will be kept in the preschool classroom. All childcare staff members who work directly with children shall complete 16 clock hours of professional development annually on topics relevant to job responsibilities that include, but are not limited to, any of the following subjects:

- Child development and learning
- Health, safety, and nutrition
- Family and community collaboration
- Program management
- Teaching and learning
- Observation, documentation, and assessment
- Interactions and guidance
- Childcare center administrative rules

In addition, staff are trained on shaken baby syndrome, abusive head trauma and child maltreatment, recognition and reporting of child abuse and neglect, and prevention and control of infectious disease.

Food Service Policy

Preschool nutrition is extremely important to your child's healthy physical and mental development. A proper balance of healthy snacks and meals will provide healthy productive energy in your child. Healthy snacks and lunches may improve your child's concentration, development, and individual disposition. For more information on how you can support healthy eating habits at home, visit: <https://www.myplate.gov/>

Our GSRP provides well-balanced meals to the children free of cost. Food is prepared through our school district food service and meets all USDA/CACFP nutritional requirements for preschool children. USDA/CACFP guidelines ensure well-balanced meals and snacks are provided to each child. By providing a variety of nutritional meals, the children will be able to expand their knowledge of healthy eating. Meal menus will be posted inside the preschool classroom for families to view at any time. Our Food Service Department will work with food allergies and religious preference. Please ensure the Program Director is aware of any allergies and/or religious preference prior to the start of school.

Meal time is an important time for children in the program to develop skills and learn about nutrition. We eat family style and the teaching staff sit with and share this experience with the children. The staff encourage children to talk with each other and be social during this time, use language to request items and describe foods, try new foods, learn what it feels like to be full, explore where food comes from, understand what constitutes healthy foods and choices, and take care and clean up their own items when they are done. At no time is food used as a reward or punishment. Children are not forced to eat but are encouraged to try all foods. The Montessori Center of Downriver program will provide breakfast, an AM and PM snack, and a family-style lunch meal within the GSRP classroom each day.

Special provisions are made for children with special dietary needs. We must have documentation from the child's physician regarding allergies.

Supporting Transitions

Transitioning in and out of programs and between classrooms can be a stressful time for children and families. The Montessori Center of Downriver GSRP Preschool staff are committed to supporting children and families through these transitions. During the first home visit prior to the start of school, we learn all about our students and families with the intention of building a trusting relationship. We want families and children to feel comfortable and safe, which is helpful when children enter the classroom for the first time. During the last home visit or family-teacher conference in the spring, the Montessori Center of Downriver GSRP Preschool staff will share information on the process of transitioning to kindergarten. We will discuss local programs and family preference for placement, discuss the kindergarten registration process, and obtain family consent to release information. The Montessori Center of Downriver GSRP preschool staff uses a variety of means to help children prepare for exiting our GSRP and entering kindergarten. These include but are not limited to reading stories about kindergarten, having discussions about what to expect, how children feel, or their experiences during registration or classroom visits.

Passive Consent of Program Evaluation

In addition to the MiLEAP reporting requirements such as reporting into the Michigan Student Data System (MSDS), programs may be selected to participate in national, regional, and/or statewide GSRP data collection efforts. If selected, programs must cooperate with MiLEAP, its designated evaluation contractor(s), and any of MiLEAP's other research partners. Cooperation includes, but is not limited to:

- Making classrooms available for observation;
- Providing non-classroom space on site for child assessment;
- Allowing administrators and staff to take time to complete surveys and questionnaires (via telephone, internet, paper, and/or in person as necessary);
- Returning completed surveys and questionnaires promptly and regularly;
- Providing program information to the contractor, including children's unique identification numbers, as recorded in the MSDS;
- Participating in project informational webinars, conference calls, and in-person meetings; and
- Distributing family information letters.

Grievance Policy

The Montessori Center of Downriver GSRP Preschool strives to provide a positive nurturing environment for all. Persons should feel free to compliment staff and volunteers directly. At times, concerns may arise. If you have any concerns, please bring them to the attention of your classroom teachers. If you are unable to resolve your concerns through your classroom teachers, the matter should be brought to the director. Families can call the Early Childhood Director at Wayne County at (734) 334-1463 or (734) 334-1579 if concerns are not met satisfactorily. Montessori Center of Downriver Preschool will work together with our families to arrive at a suitable resolution for all parties. If you feel that Montessori Center of Downriver is in violation of a licensing regulation, reports may be made to the Department of Human Services.

Appendix 1: Montessori Center of Downriver Calendar

Montessori Center of Downriver

School Year 2026-2027

August						
S	M	T	W	T	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					

September						
S	M	T	W	T	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						
S	M	T	W	T	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

November						
S	M	T	W	T	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						
S	M	T	W	T	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						
S	M	T	W	T	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						

Calendar Details

Program: Montessori Center of Downriver
Contact: Mary Lamos (montessoridownriver@gmail.com)
School Year: 2026-2027
Program Type: 5 Day - Extended Day Program
First Day: 9/9/2026
Last Day: 6/17/2027

Assessment Periods

Period 1: 9/2/2026 - 11/20/2026
Period 2: 11/21/2026 - 3/5/2027
Period 3: 3/6/2027 - 5/21/2027

Important Dates

Aug 17: Teacher Report Day
Aug 24-27: Home Visit
Sep 2: Parent Orientation / Open House
Sep 7: No School
Sep 8: No School PD Day First Aid/CPR Training
Sep 9: First Day
Nov 24-25: Conference/No School
Nov 26: No School
Nov 27: Thanksgiving
Dec 9: Family Engagement
Dec 11: PD Day / No School
Dec 21 - Jan 1: Winter Break
Jan 15: PD Day / No School
Jan 18: No School
Feb 12: PD Day / No School
Feb 15: No School
Mar 10-11: No School / Home Visit
Mar 12: PD Day / No School
Mar 18-19: Home Visit / No School
Mar 26: No School
Mar 29 - Apr 2: Spring Break
Apr 7: Family Engagement
Apr 9: PD Day / No School
May 7: PD Day / No School
May 24-25: Conference / No School
May 31: Memorial Day
Jun 9: Family Engagement
Jun 17: Last Day
Jun 25: Teachers' Report Last Day

Key / Legend

First Day of School	Last Day of School
PD Day	Home Visit
Initial Home Visit	Family Engagement
Conference	Field Trip
No School	Half Day
Teacher Report Day	

February						
S	M	T	W	T	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						
S	M	T	W	T	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						
S	M	T	W	T	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						
S	M	T	W	T	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						
S	M	T	W	T	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			

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



Appendix 2: Family Notification of the Licensing Notebook

Child Care Organizations Act, 1973 Public Act 116 Michigan Department of Licensing and Regulatory Affairs: All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports, Corrective Action Plans (CAP), and approval letters for the last three calendar years. The notebook must include a summary sheet outlining the documents contained within.

- This center maintains a licensing notebook summary sheet outlining the documents contained within.
- This center maintains a licensing notebook of all licensing inspection reports, special investigation reports, corrective action plans, and approval letters from the last three calendar years.
- The notebook will be available to Families for review during regular business hours.
- Historic licensing information is available on the Child Care Licensing Bureau website at <https://www.michigan.gov/mileap/early-childhood-education/cclb>.

I have read the above statement issued by the Montessori Center of Downriver.

Family 's Name (printed)

Montessori Center of Downriver
Preschool Child's Name (printed)

Family 's Signature

Date

Appendix 3: Receipt of Handbook Verification Form

Receipt of Family Handbook

2025-2026

A written information packet (handbook) has been provided at the time of enrollment.

The packet (handbook) included all the following information:

- Criteria for admission and withdrawal.
- Schedule of operation that denotes the hours, days, and holidays during which the center is open and services are provided.
- Discipline policy.
- Food service policy.
- Program philosophy.
- Typical daily routine.
- Family notification plan for accidents, injuries, incidents, and illnesses.
- Transportation policy, if applicable.
- Medication policy.
- Exclusion policy for child illnesses.
- Notice of the availability of the center's licensing notebook

I certify that I have received the Montessori Center of Downriver Preschool Great Start Readiness Program handbook, which includes all of the above items.

I agree that my child and I will abide by the policies and procedures contained therein.

I understand that all policies in the handbook may be added to, deleted, or changed at any time, with notice from the school.

Family 's Name (printed)

Montessori Center of Downriver
Preschool Child's Name (printed)

Family 's Signature

Date

Appendix 4: Policy Agreement and Permission Form

Please initial each box indicating that you agree to the stated policy

☐

Admittance Policy: We are a non-discriminatory center. We do not screen children in regard to individual academic abilities, religion, or ethnic origin.

☐

We will need the following forms completed and returned to our office *at least one week before the first day of attendance*:

Child Information Record

https://www.michigan.gov/documents/lara/lara_BCAL_3731_Child_Information_Record_062315_492679_7.pdf

Health Appraisal Form

https://www.michigan.gov/documents/dhs/BCAL-3305_09_10_336837_7.pdf

Your child must have received the following immunizations: DPT, Polio, HIB, Hepatitis B, MMR, Varicella, and Pneumococcal. A record of your child's immunizations should be attached to the Health Appraisal Form. If you choose to waive any of the above immunizations, a Michigan Immunization Waiver form must be obtained from the local health department after the parent/legal guardian attends an immunization education class (as required by the state).

☐

I understand that policy changes are required from time to time. Minor changes will be emailed and/or sent via the Procure app.

☐

I understand that the Montessori Center of Downriver does not have the right to withhold my child from any parent having custody or joint custody. If there is a current court order stating that one parent may not have access to a child, the school must have a copy on file. MCOB cannot deny any parent access to their child without such an order.

Please initial each box that you agree to give permission for:

☐

My child/ren to use all indoor and outdoor play equipment

☐

Staff to photograph my child/ren at the Montessori Center of Downriver. These photos (without names) to be used in the parent newsletter

☐

Staff to apply sunscreen/insect repellent that I will provide

Child's Name _____

Parent or Legal Guardian's Signature _____

Date _____

Appendix 5: Program Evaluation Notice

The MCODE GSRP is required to work with the Michigan Department of Education/Michigan Department of Lifelong Education, Advancement, and Potential to measure the effect of the statewide Great Start Readiness Program (GSRP).

- Program staff or a representative of the state may ask families questions about their child and family.
- Children may be observed in the classroom.
- Children may participate in activities related to letters, words, numbers, or other early learning skills.
- Teachers may be asked about how children are learning and growing.

Information from you and about your child will not be shared in a way that identifies you or your child. It is protected by law. Questions about this process may be directed to the program and to the state office listed in official GSRP program measurement notices.

Appendix 6: Cultural Compliance Plan

Policy & Procedure: Cultural Compliance Plan
Goal: To provide a positive and dynamic learning environment for children that is committed to supporting and having an awareness of and sensitivity to their beliefs and culture.

Cultural competency is a necessary strategy to achieve racially equitable outcomes when coupled with strategies to achieve racially equitable policies and practices. According to research, culturally competent teachers take time to know the families of the children in their classrooms and to understand their values, child-rearing practices, and goals for their children. The teachers are then careful to recognize these values and practices in a way that provides continuity for children. Because meaningful learning occurs when children are engaged and see a connection between what they learn and their lives, it is important to recognize that young children need support to navigate the differences between their home and school experiences. Education should occur through the lens of culture (i.e., home-life realities and understandings of how the world works). Culturally-appropriate, Individually-appropriate, and age-appropriate practice are the three guiding principles of Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children (NAEYC). According to NAEYC's Pathways to Cultural Competence Project Program Guide, optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units (NAEYC, 1995, p. 2). Since all children are rooted in their families we see a child's family structure and all that it entails as the core of their family's culture. This structure can include family socioeconomic status, family composition, Family 's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, Family 's sexual orientation, and the way that a family classifies its race and ethnicity.