Great Start Readiness Program (GSRP)
Parent Handbook Review

Item	Guidelines

Branding:
  a. Use of grant name
  b. Use logo
  c. Use 'funded by' language
	Grant branding is evident.
	• The grant name is spelled out fully at the first use of the acronym.
	• The grant name is not modified.
	• The logo us used prominently.
	• "Funding" language can be found in the Overview section of the Implementation Manual.

Policies and procedures that are easy to read, sensitively written, and brief.	While program staff may have more technical and in-depth guidance, policies for parents have a tone is helpful and supportive, setting the stage for positive relationships and parent-program partnership. Educational jargon is kept to a minimum and all sections are written in a manner that is understandable to parents.

Program overview:
  a. philosophy statement,
  b. curriculum,
  c. developmental screening,
  d. ongoing child assessment
	See the *Program Administration and Staffing* section of the Implementation Manual for description of an approvable philosophy statement.
	Tools are identified and features of the tools are described.
	• Developmental Screening. The handbook includes a description of developmental screening, when screening will take place, how the results will be discussed with parents, and assurance that any recommendation for additional, individualized support will require parental agreement.
	• Curriculum. Features of the curriculum are described as well as the variety of ways that staff will connect with parents to exchange information about how the curriculum supports their child's development.
	• Ongoing Assessment. The handbook includes information to describe the tool, how ongoing assessment is accomplished and how often their child's developmental profile will be discussed throughout the year.

Daily routine: sample that includes what adults and children do during the day or an explanation of components	See resources of the *Classroom Quality* section of the Implementation Manual for sample daily routines that include helpful descriptions of what adults and children do during the day.

Family engagement information, including the advisory structure and family participation group:
 	
    a. Home Visits
    b. Parent/Teacher Conferences
    c. Family Participation Group
    d. Advisory and Data Analysis committee(s)
    e. SRAC
    f. GSC Parent Coalition
	Helpful information includes
	• the times of year parents can expect home visits or conferences to be scheduled,
	• typical topics covered,
	• a timeframe (duration) that meets grant requirements, and
	• an emphasis on the importance of partnership between parents and teaching staff for child development, with goals and strategies to accomplish these aligned between school and at home.
	Helpful information about the classroom/site-level, subrecipient-level and/or ISD-wide advisory opportunities includes
	• assurance of orientation to membership,
	• whether meeting minutes will be provided (to membership or all enrolled parents), and
	• whether meals and child care are provided.

Sliding Fee Scale/tuition	The policy • reflects ISD expectations, • includes helpful information for parents such as how they will learn if they are one of the families required to pay tuition, and • how and when to pay tuition.
Information on eligibility, placement, and enrollment.	Eligibility factors, where present in parent information, are described in sensitive terms. Parents are not charged application fees for GSRP. Child recruitment plan includes procedures for enrollment and placement. **Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors, and cognitive delays).**
Referral policy to meet child and family needs, including follow-up procedures	The policy provides helpful information for parents on • What a referral is, • How staff will work with families to generate referrals, • How the program may support any family need such as medical, mental health, food, clothing, housing, and • how parents will be involved at every step regarding support for their child's development.

Confidentiality policy	Including a confidentiality statement in the parent handbook that refers to the *developmental screening process* and handling of the results, may make it less worrisome for families and easier to obtain consent. Including a confidentiality statement in the parent handbook that refers to *referral procedures* to meet child or family needs will confirm all are being treated equally and no one is singled out. The policy assures parents that • staff maintain confidentiality regarding all child/family information and records, • records are shared only with parent permission, • addresses the importance of parents maintaining confidences as they learn about enrolled children and families.
School calendar	When planning the program year, scheduled breaks, holidays, and possible inclement weather days should be considered to ensure that the minimum number of program weeks and days is met. Classrooms in place for more than one academic year, including relocated classrooms, must have a minimum of 120 days spread over at least 30 weeks. New subrecipients and newly licensed classrooms must operate for a minimum of 80 days spread over at least 20 weeks of classroom sessions, but more are strongly recommended to better support enrolled children to be prepared for a successful kindergarten experience.
Attendance policy	The policy describes • the benefits to child development with regular attendance, • staff outreach after a couple of absences, inquiring about the child, • reasons for absences, and • working with families to support the child's return to school.
Illness or injury exclusion policy	Assurance is provided to parents that children are not suspended, excluded, or expelled from classroom programming or transportation services because of the need for additional developmental, medical, or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions. Though subrecipients have responsibility to actively engage parents, no policy in the handbook will require parents to volunteer in the classroom or participate in meetings as a condition of enrollment.
Weather policy	The policy includes guidance regarding appropriate outerwear for children's outdoor play and how parents can learn of school closings in inclement weather.
Rest time policy (GSRP/Head Start Blend and School-Day)	See the *Classroom Quality* section of the manual for guidance on an approvable rest time policy.

Medication policy	Policy is compliant with licensing rules. Where policy states that staff may give medicine to children, parents should be assured that a written plan will be developed with them and signed by staff and parents, that staff dispensing medicine have been trained to do so, and that medicine is kept in a secure place within the center.
Health policies, Practices on physical activity, and Practices on nutrition for children.	These features address the comprehensive nature of GSRP.
Accident and emergency policies, including how parents are notified of emergency events.	Policies are compliant with licensing rules. The policy will reassure parents how they will be notified in emergency events such as fire or severe weather, and security events such as lockdowns.
Conflict resolution/child discipline	This policy is written with respect for children, helps parents to better understand classroom practices and provides guidance for a practice that parents can use at home.
Policy for reporting child abuse/neglect	This policy must be compliant with licensing rules. The focus is on safety and well-being of the child.
Grievance policy	Policy clearly describes the steps to be taken when a parent has concerns or a grievance, with the last step being ISD contact information if local/subrecipient level steps do not result in resolution.
Passive consent notice of program evaluation	See the *Program Evaluation* section of the manual for passive consent language.