



Preschool Handbook



Table of Contents

Philosophy	PAGE 3
Curriculum Statement	PAGE 3
Program Overviews/Evaluation	PAGE 4
Cultural Competency	PAGE 5
Special Needs Plan	PAGE 5
Confidentiality	PAGE 5
Calendar/Vacations/Holidays/School Closing/Weather	PAGE 5
Enrollment/Payments/Withdrawal	PAGE 6 & 7
Placement	PAGE 7
Sliding Scale	PAGE 7
Ratio	PAGE 8
Staff	PAGE 8
Sample Schedule (full day)	PAGE 8
Sample Schedule (half day)	PAGE 9
Attendance	PAGE 10
What to wear to school	PAGE 10
Transportation (GSRP)	PAGE 10
Food Policy (full day)	PAGE 10
Rest Policy (full day)	PAGE 11
Playground use/Outdoor play	PAGE 11
Field Trips	PAGE 11
Parent Involvement	PAGE 12
Discipline Policy	PAGE 12
Conflict Resolution Steps	PAGE 12
Bullying	PAGE 13
Abuse and Neglect Reporting	PAGE 14
Grievance Policy Emergency Physical Restraint	PAGE 14
Emergency Seclusion Policy	PAGE 14
Child Illness	PAGE 14
Head Lice	PAGE 15
Medical Procedures	PAGE 15
Injury/Incident Procedures	PAGE 16
Emergency Procedures	PAGE 16
Health Related Resources	PAGE 16
Handling Bodily Fluids/Universal Precautions	PAGE 17
Cleaning and Sanitizing	PAGE 17
Asbestos and Pesticide Policies	PAGE 18
Notification of Licensing Notebook Requirement	PAGE 18

Philosophy/ Curriculum Statement

Our Philosophy

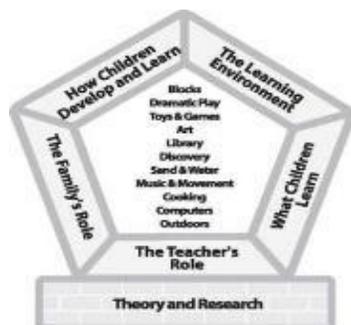
The philosophy behind our curriculum is that young children learn best by doing. To us, learning requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

Throughout a child's early years, they explore the world around them by using all of their senses: touching, tasting, listening, smelling, and looking.

In time students develop abilities to use objects to stand for other things. They learn to "read" pictures which are symbols of real people, places, and things. Eventually, children learn that numbers and letters stand for number concepts and sounds. This development in symbolic thinking takes place during the pre-school years as children play.

- Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn more highly abstract symbols like letters and numbers. Play enables us to achieve the key goals of the early childhood curriculum. Play is the work of young children.

Curriculum Statement



The goal of our early childhood curriculum is to help children become excited about learning. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We're teaching them how to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're modeling and encouraging children to have a positive sense of themselves, which they can use throughout their lives. Our programs utilize the Creative Curriculum.

Creative Curriculum identifies goals in all areas of child development:

- Social: To help children feel comfortable in school, trust their school environment, make friends, problem solve, and feel they are part of a caring community.
- Emotional: To help children experience pride and self-confidence, develop independence, manage feelings, and self-control, and have a positive attitude toward life and learning.
- Cognitive: To help children become confident learners by supporting them in trying out their own ideas and to experience success and failure in a manner that encourages persistence. This will help children acquire skills to solve problems, ask questions and use words to describe their ideas, observations, and feelings.
- Physical: To help children increase their small and large motor skills and feel confident about what their bodies can do.
- Language/Literacy: To help children experience meaningful ways for them to become successful and motivated readers and writers. They will experience an environment that provides them with an abundance of print exposure, language, and literacy opportunities. They will also develop the skills to understand the written and spoken language at a deeper level.
- Mathematics: To help children experience math in the classroom by creating experiences that are woven through the interest areas that allow them to bridge their informal daily understanding of math to more formal school-based math. They have many opportunities that support child-initiated exploration with numbers, logic games, problem-solving stories, and numerical activities.

The activities we plan for the children, the way we organize the environment, select toys and materials, plan the daily schedule and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start to school.

Through handouts, parent/teacher conference forms, communication logs, and conferences, staff are able to involve parents in the children's learning.

PROGRAM OVERVIEWS

The Great Start Readiness Program (GSRP) is a FREE preschool program for children that qualify. Classes are offered four days a week, Monday, Tuesday, Thursday, and Friday. There is no school on Wednesdays. We offer full-day sessions from 8:30 am to 3:30 pm.

To enroll in the GSRP class, students must be four years old, but not five, by September 1st, unless waived in, and in that case, they must be four years old by December 1st.

One or more of these circumstances may qualify your child for tuition-free preschool:

- Family Income
- Disability or Developmental Delay
- Challenging Behavior
- English as a Second Language
- Parent/Guardian low educational attainment
- Abuse/Neglect of child or Parent
- Environmental risk(s) including:
 - Single Parent Home
 - Sibling Issues
 - Teen Parent
 - Homelessness or Without Stable Housing
 - Child Exposure to Toxic Substances

The Tuition preschool is a tuition-based preschool. Classes are offered ½ and full-day sessions. The tuition preschools are in session 4 days a week, Monday, Tuesday, Thursday, and Friday. There is no school on Wednesdays. The ½ day is 9 am-12 pm and the full day is 8:30 am-3:30 pm.

Our Preschool classrooms use the following tools in the classroom:

- Brigance Assessment
 - This initial assessment tool is conducted at the first home visit and results are shared with parents within the first month of school. If further assessment is needed, parents will be contacted with the information.
- Creative Curriculum
- Teaching Strategies Gold
 - Teaching strategies gold is our assessment tool for tracking and monitoring student growth. The information gathered using this assessment tool is shared on a weekly basis, at parent-teacher conferences, and at the end of the year home visit.

PROGRAM EVALUATION (GSRP Only)

Our GSRP programs will be evaluated using the Program Quality Assessment A & B at the Administration and Classroom levels. Program evaluation results are used annually by the MDE for the state-wide evaluation of programs to assess the extent to which these programs contribute to a child's development and readiness for school success.

CULTURAL COMPETENCY

Part of the educational mission of Holt Public Schools is to instill the importance of an understanding and respect for individual differences, whether those differences are based on gender, national origin, religion, race, culture, ethnic background, age, disability, physical characteristics, or other factors which are unrelated to the individual's education or employment. Discrimination, inappropriate statements, or conduct on the basis of such differences is not only contrary to law but is expressly contrary to the principles and the mission of this district. The district, therefore, prohibits actions indicating a lack of tolerance on the basis of any of the foregoing factors. Should such an incident occur, students are encouraged to bring it to the attention of a staff member, and staff members are encouraged to intervene on behalf of those who are the target. Any individual who demonstrates a lack of respect for individual differences may be subject to educational and corrective action by the district.

SPECIAL NEEDS PLAN

When staff or parents/legal guardians feel that a student demonstrates a behavioral or learning disability, the following steps are followed during the referral process:

1. Identify the student's behavior/learning disability
2. Collect data about the student's behavior/learning disability
3. Seek resources within our school building (i.e. staff and materials)
4. Resource team provides the necessary plan for the individual student
5. Parents/legal guardians, and resource team implement the specific plan
6. Parents/legal guardians, resource team, and the teachers meet to re-evaluate the plan and make necessary changes

*The resource team may be of a more formal or informal nature. Regardless of the level of need of the student, staff will work in partnership with the students' parents/legal guardians and the school specialists to ensure that the best possible environment is provided for their child. Holt Public school specialists do provide special education services/resources to our child care and preschool programs, but in some cases, it may be on a limited basis. Depending on the student's specific needs, these resources may include classroom observations, training, or continued consultation while the student is enrolled in one of our programs. Additional training is provided for staff as deemed necessary.

CONFIDENTIALITY

Student files are confidential and kept in a secure location. The individuals who may view these files are limited. Staff cannot share information about children's development with anyone other than the parents/guardians. All developmental screeners, assessments, reports, and referrals about individual children will be kept confidential by both staff and parents. If you have any questions or concerns, please speak with the GSRP coordinator or your child's teacher.

CALENDAR, VACATIONS, HOLIDAYS, SCHOOL CLOSINGS, AND WEATHER

Preschool calendars are provided for families at the initial home visit and fall Open House. Additional copies will also be available in the Community Education Office or by requesting a copy from your child's

teacher. The preschool calendar indicates hours and days that the school program is in session as well as any other information deemed pertinent to the school year.

Days of operation typically follow the Holt Public Schools k-6 traditional calendar; however, there are additional days that preschool may not be in session for professional development or conferences.

Preschool will be closed during school vacations and on holidays. **Preschool is closed when Holt Public Schools are closed.** If school is canceled due to inclement weather, preschool will also be closed. If there is a delay in the school start time, the full-day program will operate according to the Holt Public School delayed start time determined for that day. If students need to be released early due to inclement weather, power outages, or some other reason, parents/guardians will be contacted so that they may make arrangements to pick up their child. If a parent/legal guardian cannot be reached, an emergency contact will be called so that they may pick your child up.

ENROLLMENT / PAYMENTS (Tuition Only)

The online registration must be filled out completely and submitted before a child can attend:

- Birth Certificate (original issued by the state or county)
- Immunization Records
- Proof of Residency (2)
- Health Appraisal

Parents/legal guardians have 30 days (from the start of the program) to return the health appraisal form (signed by a doctor) to the Midway Early Learning Center Office. If health forms are not returned within the 30-day period, your child may be dismissed from the preschool program.

Preschoolers must meet the immunization requirements according to the law unless a proper waiver is submitted. Again, if immunization documents or waivers are not turned in, your child may be dismissed from the program. Children must be potty trained and wear underwear (no diapers or pull-ups) in order to enroll in a tuition preschool program (exceptions may be made for children with medical conditions that may hinder potty training; a signed letter from your child's pediatrician will be required).

For tuition preschool families, the \$65.00 registration fee is due at the time of registration. The remaining balance is divided equally into monthly payments, with the final payment due in April (a payment schedule will be provided for families - the first monthly payment is due in September). All tuition payments must be made online. Online payment information will be made available at the preschool open house in the fall. A late fee of \$15.00 will be assessed for all late payments.

Holt Public Schools accepts assistance from outside resources such as DHS, MSU, LCC, 4C, OYC and NACCRRRA for payment of preschool fees. It is the responsibility of parents/legal guardians to initiate the assistance verification process through each agency accordingly. Payment for services must be paid in full until a notice of authorization is received. Credits stemming from assistance may be kept as a credit on the account for the school year until it is used or refunded to the parent/legal guardian. With any payment plan, parents/legal guardians are ultimately responsible for the tuition payments in the event that assistance payments end.

WITHDRAWAL/REFUND POLICY (Tuition Only)

To withdraw from preschool, parents/legal guardians need to inform their child's teacher and submit a preschool withdrawal form to the Midway Early Learning Center Office.

Preschool fees will be prorated, based on your child's last date of attendance. A \$50.00 early withdrawal fee will be assessed. It is expected that any remaining balance/withdrawal fee be paid in its entirety within 2-3 weeks after your child's last date of attendance. In the event that a credit is due to you, your credit will be processed within 2-3 weeks.

ENROLLMENT POLICY (GSRP Only)

All enrollments for Holt's Great Start Readiness Program are handled by GSRP Coordinator and are based upon the verification of risk factors as determined by the Ingham Intermediate School District. The GSRP is a free preschool program for qualifying children.

The following documents are required to enroll a child in the program:

- State-issued Birth Certificate
- Immunization record
- Other risk factor verification as requested
- Verification of Residency
- Verification of Income (federal tax return, W2, pay-stub)
- Completed Health Appraisal (signed by a physician)
- Custody/Divorce Papers (if applicable)

The program is required by law to have a copy of the child's custody or guardianship papers on-site if the child is not living with both natural parents. Without these documents, we do not have the authority to deny the release of the child to a natural parent, as indicated on the copy of the birth certificate.

- Completed enrollment packet

PLACEMENT

- Upon enrollment an intake meeting will be scheduled with parents/guardians and a staff member to collect necessary documents. With a complete enrollment packet and a GSRP verification of eligibility, we will make every attempt to place qualifying children.

WITHDRAWAL

- If you need to withdraw your child from GSRP please inform your child's teacher and fill out a withdrawal form.
- Please notify the Community Education Office

SLIDING SCALE FEE

Any child enrolled in GSRP whose family has an income in excess of 250% of the federal poverty line (FPL) must pay tuition based on the Ingham ISD district-wide sliding fee scale.. The fee will be due within a month of the first day of school.

Tuition Fee	250% up to 300% of Federal Poverty Level	300%+\$1 up to 350% of Federal Poverty Level	350% of Federal Poverty Level and above
School Day Program	\$100.00	\$150.00	\$200.00
Minimum Number of Risk Factors	1 or more	1 or more	1 or more

Holt's Great Start Preschool Program is only allowed to enroll up to 10% of children's families that are above the 250% Federal Poverty Line.

GSRP-eligible children from over-income families who are enrolled and who also have an Individual Education Program (IEP), experiencing homelessness, or are in foster care must not be charged tuition.

RATIO

1:8 adult/child ratios

STAFF

Lead Teacher: valid teaching certificate and Bachelor's degree in early childhood with ZA/ZS endorsement.

Associate Teacher: Associates degree in early childhood or Child Development Credential (CDA)

Third Staff Person: Is added when the classroom enrolls 17 or 18 children; is a consistent member of the teaching team; and meets the LARA, Child Care Licensing Division requirements as a "caregiver."

Holt Public Schools Federal Tax ID: 38-6001589

SAMPLE FULL DAY SCHEDULE

8:35-8:50 Arrival/Breakfast/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all the children have arrived adults share the daily announcement.

8:50-9:05 Large Group Time/Music and Movement- All adults and children participate in activities planned around the children's interests, and developmental levels. Music and movement, cooperative play and projects, and events meaningful to children occur.

9:05-9:15 Planning Time- Children indicate their plans to adults in a place where intimate conversations can occur and where materials are visible. Adults use a range of strategies to support children's planning (e.g. props, area signs, tape recorders, singing, planning individually, in pairs, or in small groups.)

9:15-10:15 Work 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 as partners in child-initiated play and encourage child's problems solving both with materials and during times of social conflict.

10:15-10:25 Clean Up 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 involvement and skill while supporting their learning.

10:25-10:35 Recall Time- Gathered in small group settings, children choose Work Time experiences to reflect on, talk about and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage the children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball, or spinner, re-enacting, drawing, showing and describing a structure or painting.) Adults are unhurried in their approach and may complete recall with four or five children each day.

10:35-10:50 Small Group Time- An adult-initiated learning experience based on children's interests 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.

10:50-11:30 Outside Time- Children have many choices about how they play in the outdoor learning environment much as they do during Work Time indoors. Adults supervise the children's safety, and also join in their outdoor play, supporting children's initiatives and problem-solving.

11:30-11:40 Bathroom/Wash Hands/Prepare for Lunch- Children assist in setting up the lunch table. Children choose where they would like to sit and are encouraged to serve themselves.

11:40-12:25 Lunch/Brush Teeth- Family Style meals support children in doing things for themselves (e.g., serve themselves, pour the beverage, distribute the napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping off tables, and pushing in their own chairs.

12:25-1:25 Quiet/Resting Time- Resting time is for sleeping, or quiet, solitary, on-your-own-cot play. Rest time plans are individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, and fine motor manipulatives.

1:25-1:55 Wake/Bathroom/Snack- Children are gently awakened as adults increase the volume of music, open blinds, and turn on the lights. Adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping off tables, and pushing in their own chairs.

1:55-3:00 Plan/Work/Recall and Cleanup Time- (Refer to AM descriptions)

3:00-3:35 Outside time/Dismissal- (Refer to AM descriptions)

SAMPLE HALF DAY SCHEDULE

9:00 – 9:10 Arrival/Greeting Time – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to spend time with books or interact with adults and one another. Once all children have arrived, adults share the daily announcements.

9:10 – 9:25 Large-Group Time/Music and Movement – All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.

9:25 – 9:30 Planning Time – Through small group experiences, children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children’s planning (e.g., props, area signs, tape recorders, song; planning individually, in pairs, in small groups).

9:30 – 10:30 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 as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.

10:30 – 10:40 Cleanup Time – Children and adults clean up together, keeping the spirit of play and problem solving alive. Children make many choices during clean-up time. Adults accept children’s level of involvement and skill while supporting their learning.

10:40 – 10:45 Recall Time – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow the children’s lead and encourage children to share (e.g., individual props such as puppets, telephones, periscopes, group games using a hula hoop, ball or spinner, reenacting, drawing, showing and describing a structure or painting, etc.). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

10:45 – 11:00 Snack – Family-Style meals support children in doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful

conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping off tables, and pushing in their own chairs.

11:00 – 11:20 Small Group Time – An adult-initiated learning experience based on children’s interests 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.

11:20 – 12:00 Outside Time/Dismissal – Children have many choices about how they play in the outdoor learning environment much as they do during Work Time indoors. Adults supervise children for safety and also join in their outdoor play, supporting children’s initiatives and problem-solving.

ATTENDANCE

Regular attendance and punctuality are crucial to each child’s development and growth. Please make every effort to have your child attend and be on time every day. Please park in designated parking spaces in the parking lot when picking up your child. Do not leave your car running or leave your children unattended in your car. Parents/guardians will be required to sign children in and out each day.

Please try to have your child ready to begin the day **on time**, as we provide activities that allow your child to practice and engage in the social skills necessary for academic success as soon as class begins. If your child will be late, please contact your child’s classroom teacher by phone. When you and your child arrive late, ***please follow the procedures provided at the open house.***

If your child will not be in school, please notify the teacher by email or phone. If your child is absent for several days, staff will reach out to families to support the child’s return to school.

WHAT TO WEAR TO SCHOOL

Think of **messy** activities, movement, and **outside** play. Dress your child according to the weather; we will be going outside every day, weather permitting. We suggest play clothes and rubber-soled shoes with socks and boots in the winter. **Your child will need a school bag each day to carry mail, finished projects, etc. We also ask that you send in an extra set of clothes in case of an emergency.** Please label all your child’s belongings that come to school. Books bags, coats, and boots have a way of getting misplaced or accidentally taken by another child. Labeling items will make it easier to recover lost items.

TRANSPORTATION (GSRP ONLY)

Holt’s GSRP provides transportation for families that qualify and reside in the Holt Public School District. A transportation request form must be filled out before a student is able to ride the bus. Bus transportation is provided by the Holt Public School transportation department. Their contact number is 517-699-1113.

FOOD POLICY (FULL-DAY)

Full-day programs provide breakfast, lunch, and snacks. We adhere to the Child and Adult Care Food Program (CACFP)/National School Nutrition Program’s nutritional guidelines. All snacks and meals are served family style. Family-style dining provides daily opportunities to demonstrate our program philosophy in a visible way through the practices of participatory learning and authentic conversations that build relationships between children and adults.

No outside food is permitted.

All meals are provided by the Holt School District and conform to the USDA requirements. Each will need to complete a "Free and Reduced Price Meals Application" at the GSRP open house or Home Visit. Parents must inform our program if their child has a diagnosed food or milk allergy and must provide written proof from the child's physician. Holt food service will provide substitute food for those children. Snacks and meals are offered during the classroom's scheduled time period. Children are encouraged but not forced to eat the food that is served. Food is served family style where children serve themselves and enjoy mealtime as a classroom community.

REST POLICY (FULL DAY)

Each child will have an opportunity to rest during the day. Children are provided with a mat and families can send a small blanket or pillow to support this time of the day and share individual ideas regarding their child's needs with your classroom teacher. This time period is no longer than 1 hour while accommodating the needs of individual children. Children who do not sleep are provided with quiet alternatives (books puzzles, small manipulative toys). As children transition into and out of rest, teachers support the children in taking care of their own materials, playing soft music, and gently awakening children with conversation.

PLAYGROUND USE/ OUTDOOR PLAY

Children will go outside every day, weather permitting. Please send appropriate outdoor clothing with your child each day to ensure that your child has the opportunity for outdoor play as playing outside is very healthy and beneficial to children. If you wish for us to provide your child with sunscreen or insect repellent, please bring a labeled bottle of it for your child and complete and medication form.

The playgrounds at Midway Early Learning Center have been inspected by a certified playground inspector. These inspections were not required of public schools but were held due to the State of Michigan Child Day Care Licensing Requirements that our licensed child care programs must meet. These inspections do not affect our school's use of district playgrounds for recess. It only affects the child care and preschool programs that are overseen by Holt Community Education. It is important to note that Holt Public Schools playgrounds are safe for use by our children. Our playgrounds are inspected for wear and tear on a regular basis by district employees to ensure safe outdoor play experiences.

In accordance with child care licensing requirements, children may only play on age-appropriate equipment. Not all play equipment at the Midway Early Learning Center is age appropriate for preschool-age children. We will only allow preschool children to play only on those play structures rated for preschool-age children. In an effort to provide age-appropriate learning experiences for our children, Holt Community Education, and our preschool staff develop and provide structured outdoor learning experiences for the children that attend our programs so as to ensure that all children have the opportunity to participate in outdoor activities. We view the outdoors as an extension of the classroom and will therefore provide varied outdoor learning experiences as well as allow free play outdoors.

FIELD TRIPS

Each preschool classroom will go on two field trips when permitted per year that requires bus transportation. Written permission for these field trips is given by signing off on the acknowledgement form at registration. Parents will be notified well in advance of field trip dates by their child's preschool teacher.

PARENT INVOLVEMENT

Holt's Preschool Programs are designed to provide children with a positive developmental experience that will enhance and support the family in fostering child growth and development. Therefore, we strongly encourage positive and consistent communication between parents, the child, and staff. It is important for parents and staff to share information about events or situations that may have an impact on the child's day or evening.

When possible it is best for parents to communicate directly with the child's teacher. Communication during arrival and dismissal may sometimes be rushed and scheduling a time to meet may be difficult for the families, so other means of communication may be used by the preschool staff to communicate with families. These other means of communication may include: a family information board, newsletters, phone calls, emails, or individualized letters sent home. Parents/guardians are encouraged to ask for a conference or a meeting at any time.

As a participant of the Preschool Program, every family needs to sign up for the one-hour long home visits twice a year (beginning and end of the school year) and one hour long conferences twice a year (fall and late winter). These formal meeting times give families and teachers the opportunity to discuss the child's growth, development, as well as any concerns. Parents, guardians, and other family members are encouraged to be involved with their child's educational experience through any of the following ways:

- Arranging to share special skills or experiences with the children.
- Celebrating with your child during birthdays or special events in the classroom.
- Serving as a chaperone on a field trip
- Volunteering in the classroom
- GSC Parent Collation
 - *As the Ingham Great Start Family Coalition, we provide a "customer" perspective to members of the Ingham Great Start Collaborative (GSC). For more information you can visit: <http://inghamgreatstart.org/parent-coalition/>*
- When permitted, Participating in Midway's Parent Teacher Advisory/School Readiness Advisory Committee
 - *The purpose of the School Readiness Advisory Committee is to work collaboratively with community agencies and families to ensure that children and families are provided with information and tools to successfully enter school; that schools are prepared for children and families; and community resources are aligned to support children, families, and schools. Child care and snacks are available during these meetings and minutes will be posted on our parent board.*

DISCIPLINE POLICY

Use of preventative and discipline with dignity are the best methods for preschool programs because they strengthen self-esteem.

1. Establish simple rules, which are clear and understandable to children.
2. Walk over to the child displaying undesirable behavior and explain expected behavior.
3. Take the child aside and explain the rule, and together find a solution to the problem.
4. Redirect the child for a very short time to give him/her a chance to settle down.

CONFLICT RESOLUTION STEPS

We approach calmly, stopping any hurtful actions. Place yourself between the children, on their level, use a calm voice and gentle touch; remain neutral rather than taking sides.

We acknowledge children's feelings. Say something simple such as "You look really upset;" let children know you need to hold any object in question.

We gather information. Ask "What's the problem?" Do not ask "why" questions, as young children focus on what the problem is rather than understanding the reasons behind it.

We restate the problem. "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

We ask for solutions and choose one together. Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.

We are prepared to give follow-up support. Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Through the consistent application of these disciplining techniques, the children will learn to handle conflict, respect others, promote problem-solving skills, and become responsible citizens.

Staff is prohibited from using any form of corporal punishment, not limited to but including

1. Hitting, shaking, biting, and pinching.
2. Restricting a child's movement by binding or tying.
3. Mental or emotional cruelty such as humiliating or shaming a child.
4. Confining a child in an enclosed area.
5. Denying a child food or bathroom privileges.

Non-severe discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself. This would exclude those forms of punishment mentioned above.

Children are not excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitude and/or apprehensions.

BULLYING

General Prohibition of Bullying, Harassment, and Cyber Bullying

The Board of Education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increased student attendance, and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the Board of Education prohibits acts of bullying harassment, and/or cyberbullying.

All administrators, staff, parents/legal guardians, volunteers, and students are expected to refuse to tolerate bullying, harassment, or other aggressive and violent behaviors and to demonstrate behavior that is respectful and civil. The Superintendent is responsible for the implementation of this policy and may develop further guidelines not inconsistent with this policy.

Definition of Bullying, Harassment, and Cyber Bullying

Bullying and/or Harassment for the purposes of this policy means any form of mental or physical abuse by one or more students or adults and means "the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or

through attacks on the property of another. More specifically, bullying and/or harassment encompasses any conduct that: 1) substantially interferes with educational opportunities, benefits, or programs of one or more students; 2) adversely affects the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; 3) is reasonably perceived to be motivated by ill will or by an actual or perceived characteristic*; or 4) causes substantial disruption in or substantial interference with the orderly operation of the school. *Characteristics may include race, color, religion, ancestry, national origin, height, weight, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any such characteristic. Bullying and/or harassment may include, but is not limited to, actions such as teasing; physically assaultive behavior; verbal taunts; making threats; name-calling and put-downs, including ethnically based, sexual orientation-based, or gender-based verbal putdowns; extortion of money or possessions; or spreading of cruel and untrue rumors within the school.

Cyberbullying for the purposes of this policy means the willful bullying, harassment, and intimidation of a person through the use of digital technologies, either currently in use or later developed and used by students including, but not limited to, email, the internet, blogs, texting/sending photos on a handheld device, social websites (e.g. MySpace, Facebook, Twitter, etc.), chat rooms, "sexting", instant messaging, photos or video voyeurism.

ABUSE AND NEGLECT REPORTING

Under the Child Protection Law, 1957 PA 238, child care/preschool providers are mandated to immediately report any instances where there is reasonable cause to suspect child abuse or neglect to Children's Protective Services. Failure to report abuse or neglect is a crime that can result in legal penalties. It is the decision of Child Protective Services whether to begin an investigation.

GRIEVANCE POLICY

Parents are encouraged to take their concerns first to the classroom teaching staff. The building principal/director would be the next person to contact. If not satisfied with the outcome, please contact a GSRP coordinator to arrange a time to discuss your concerns. If your concerns are not resolved at the district level, please contact the ISD childhood office.

EMERGENCY PHYSICAL RESTRAINT, AND EMERGENCY SECLUSION POLICY

Physical restraint/seclusion is intended for the purposes of emergency situations only in which a pupil's behavior poses an imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires immediate intervention.

Emergency physical restraint/seclusion shall be performed in a manner that is safe and appropriate for the following situations:

- For self-defense or the defense of another
- To prevent a student from inflicting harm on themselves
- To stop a disturbance that threatens physical injury to another person
- To obtain possession of a weapon or other dangerous object upon or within the control of the student.

CHILD ILLNESS POLICY

Please keep your child home if he/she:

- Has a fever of 100 degrees, or has had one in the last 72 hours

- Had vomited in the last 72 hours
- Had heavy nasal discharge.
- Has eye discharge.
- Has a constant cough.
- Has had diarrhea in the last 72 hours.
- Complains of severe pain.
- Have any symptoms of a communicable disease. These are usually rash-like patches with a fever. (*measles, mumps, hepatitis, scarlet fever, strep throat, flu, chicken pox, conjunctivitis, or head lice*).

Your child may be sent home if any symptoms of an illness appear during the day. In such cases, you will be contacted, and you must pick them up within 30 minutes. If you cannot make it within the allotted time, please call your emergency contacts. Your child will be excluded from the activities and the other children until an adult arrives.

***PLEASE NOTIFY YOUR CHILD'S TEACHER AT ONCE IF HE/SHE MAY HAVE A COMMUNICABLE DISEASE (i.e. chicken pox, strep throat, pink eye, etc.)**

Usually, a child can come back to preschool under these circumstances:

- Your child's temperature has been below 100 degrees for 72 hours ***without*** fever reducers (for instance, Tylenol, Aspirin, etc.)
- Your child has been diagnosed as having a bacterial infection and has been on an antibiotic for 24 hours.
- It has been 72 hours since the last episode of vomiting or diarrhea.
- Nasal discharge is not thick, yellow, or green.
- Eyes are no longer discharging or the condition has been treated with an antibiotic for 24 hours.
- The rash had subsided or a physician has determined that the rash is not contagious.

Please note that while your child's physician may provide a written note stating that it is okay for your child to return to preschool because he/she is not contagious, we do *reserve the right* to not allow your child to return to preschool until we feel your child is no longer contagious or your child is ready to participate in all activities, including recess.

HEAD LICE

If your child contracts head lice, treatment with an approved medicated shampoo must be followed by removal of all nits from his/her hair before he/she can be allowed to return to school. When you bring your child back, he/she must have a head check by a staff member before entering the classroom.

If a lice outbreak should occur, we will take the necessary steps such as checking all the children's heads, removing all dress-up clothes and stuffed animals, along with vacuuming thoroughly. We ask that you help by checking your child's head periodically. Please inform us if you do find head lice so that we can start the proper precautions immediately.

MEDICATION PROCEDURES

Over-The-Counter and doctor-prescribed medications will be administered by our staff only after a parent/guardian completes a medication form. Over-the-counter medications will be given in the

amount requested by parents/guardians, up to the maximum stated on the medication container. Doctor-prescribed medications will be given exactly as indicated on the medication container. If the medication form for over-the-counter or doctor-prescribed dosage amounts do not match what is indicated on the container, our staff are not permitted to administer the medication.

Medications MUST be brought in the original container (for both over-the-counter and doctor-prescribed medications). Your child's name, physician's name and phone number, and dosage amount MUST appear on doctor-prescribed medication containers. Your child's name must be written on over-the-counter medication containers.

A staff member in each classroom is designated as the individual to administer all the medications. In most cases, but not all, this person will be the lead teacher. Other staff within the program will be designated to administer the medication in the absence of the originally designated person. All staff working within a classroom will be made aware of which children are to receive medications as well as the location in which these medications will be stored.

NOTE: If these conditions are not met, medication will not be administered. DO NOT send medication in your child's backpack. It should be given directly to the teacher by a parent/guardian.

INJURY/INCIDENT PROCEDURES

In case of an injury or any other noteworthy incident during preschool, the staff will notify parents/legal guardians. If the injury/incident is severe, parents/legal guardians will be contacted immediately by phone. To be sure we can reach you in emergency situations, please notify the staff of any changes on the emergency cards. Staff will complete an injury/incident report and put it in your child's backpack or folder. In case of an emergency situation, medical assistance will be sought at once. A formal accident report will be filed with the Community Education Office. Holt Public School students and any expenses or costs related to student accidents and student injuries are not covered by District insurance.

If your child sustains a head injury, you may be required to have a physician complete a concussion clearance form before returning to school and/or participating in physical activities. A concussion information form is provided for families at the initial intake meeting.

EMERGENCY PROCEDURES

Our procedures for caring for seriously injured or seriously ill children:

- Attend to injured or ill child
- Notify other staff member(s) or injured or ill child
- Direct other staff member(s); call the parent/legal guardian, doctor or 911, as determined by seriousness of accident or illness.
- Alert Director
- Stay with injured or ill child until relieved by parent/legal guardian or ambulance
- Fill out an accident report

The Holt Public Schools Child Care staff strives to provide a safe healthy environment for children. Classrooms are cleaned daily with toys and equipment washed on a regular basis. Materials are regularly evaluated for safety concerns. In case of an emergency event, (fire, severe weather, lockdown, or school evacuation) Holt Public Schools will notify families through Skylert.

HEALTH RELATED RESOURCES

As part of Holt Public Schools, preschool staff and parents/legal guardians have access to the School Nurses and Special Education Staff employed by the school district when advice is needed

with health-related or special needs issues. Additionally, health resources will be made available to parents/legal guardians. These resources may include written materials, information pertaining to speakers, videos and training from colleges or universities, hospitals, medical professionals, and the local health department. At any time, parents/legal guardians may request assistance in securing information pertaining to a health-related issue from our preschool and Community Education Staff. Additionally, health related issues will continue to be a component in the on-going professional development we offer to our staff.

Hand washing is a vital tool in preventing the spread of bacteria and viruses that can cause infections and spread illness. Proper hand washing by children and staff is necessary to control the spread of germs.

Children and staff are required to wash their hands before, during, and after food preparation; after coughing, sneezing, using a tissue; after eating or drinking; after handling animals; after using the toilet, and after coming in contact with any type of bodily fluids.

Hands shall be washed with soap under warm running water. Hand-sanitizers, water basins, and pre-moistened cleansing wipes are not permitted. Children and adults shall vigorously wash their hands for at least 20 seconds under warm running water (between 60 and 120 degrees Fahrenheit) until a soapy lather appears. Proper hand washing shall be demonstrated for children by staff whenever the opportunity to do so arises.

Preschool supports child's health (oral, mental, physical), nutrition and development across domains in a responsive environment that celebrates diversity.

HANDLING BODILY FLUIDS/UNIVERSAL PRECAUTIONS

Universal precautions (treating all human blood and certain human fluids as infectious) will be used when dealing with blood and other potentially infectious bodily fluids. Personal safety equipment, including medical gloves (provided by the district), will be used in any situation that involves bodily fluids. Staff members are required to participate in blood-borne pathogen training at the time of hire and on an annual basis to ensure proper conduct in the case of an incident. Whenever possible, staff are to request a custodian to assist them in the clean-up of bodily fluids such as blood, urine, feces, or vomit to limit their contact with fluids as they see to the need of the children in their care.

CLEANING AND SANITIZING

The following steps MUST be followed for cleaning and sanitizing:

1. Wash the surface or article vigorously with warm water and detergent.
2. Rinse the surface with clean water.
3. Submerge, wipe, or spray the surface or the article with a sanitizing solution (water and unscented chlorine bleach solution will be used in our programs)
4. Let the articles surface air dry

The required sanitizing solution that our staff is required to use is a mixture of water and unscented chlorine bleach solution with a concentration of bleach between 50-200 parts per million (1 tablespoon bleach per gallon of water). A pH strip MUST be used to determine whether the solution is appropriate or not.

As a precaution, all classroom tables and countertops are sanitized at the beginning of the day, at the end of the day, and periodically throughout the day as these areas are used. Toys and equipment are sanitized regularly or when they come into contact with bodily fluid. All nap mats/cots are sanitized and allowed to air dry after each use. Dishes that are used for food preparation are to be submerged in a water/bleach solution after washing and rinsing and then allowed to air dry.

ASBESTOS AND PESTICIDE POLICIES

Asbestos Notice: The Holt School District has conducted an extensive asbestos survey of all buildings and continues to monitor all remaining asbestos-containing materials. This is accomplished through periodic surveillance and a re-inspection every three years. Based on the findings of these inspections, a management plan was drafted and is available for public review at each school building office during normal business hours.

Pesticide Notice: It is the practice of Holt Public Schools to use a “NO SPRAY” policy for the use of pesticides in any area where children or staff are present. In certain emergencies, pesticides may have to be used. The Michigan Department of Agriculture requires the following notice: Parents/legal guardians and guardians of children attending school are to be notified by school administrators or the right to be informed before any application of a pesticide at their school. If you need a prior notification form, please contact the Community Education Office.

NOTIFICATION OF LICENSING NOTEBOOK REQUIREMENT - CHILD CARE ORGANIZATIONS ACT, 1973 PUBLIC ACT 116

All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

- This center maintains a licensing notebook of all licensing inspection reports, special investigations reports and all related corrective action plans.
- The notebook will be available to parents/legal guardians for 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.