



Preschool Parent Handbook



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WELCOME

A warm welcome is extended to each of our families! We are excited to offer a program that will help your child learn and grow. We are looking forward to creating a lasting relationship with you and your child as we assist your child in becoming ready for kindergarten. Our preschool program is aligned with state and federal instructional guidelines to provide all of the essential elements for your child's educational success.

The Gaylord Community School Preschool programs are a cooperative effort of COPESD, Gaylord Community Schools, the Great Start Collaborative, and other local community organizations. GCS Preschool is a combination of tuition-based preschool and the Great Start Readiness Program, a state-funded early childhood program for children who are four or will be four by November 30th. The program offers students and their families a variety of services. The program receives funds from the Michigan Department of Education and is licensed by the State of Michigan.

PHILOSOPHY STATEMENT

It is the intent of the Gaylord Community Schools to provide and support early childhood programs that recognize each child as a whole person, whose growth occurs in developmental stages that are sequential and continuous. This program will be based on the premise that children learn best when there is a planned, multicultural, developmentally age-appropriate curriculum; qualified and nurturing relationships between home, school, and the wider community; opportunities for the participation of parents; and a continuing evaluation system which assesses and reviews the progress, performance and development of children, personnel and the overall program.

CONFIDENTIALITY POLICY

Information presented to GCS Preschool will remain confidential and not disclosed to parties other than staff members and the Michigan Department of Education without written consent of parent(s) or guardian (s). It is important that if parents learn information about enrolled children and families that they respect the confidentiality policy as well.

CREATIVE CURRICULUM®

The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, teaching children to be creative, confident and develop lifelong critical-thinking skills. Instruction is guided by 38 research-based objectives in the developmental areas of; social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition. These objectives inform and guide every aspect of teaching, provide predictors of school success, and are aligned with state early learning guidelines. Students will be provided with opportunities for hands-on exploration and discovery that will guide their learning

experiences while focusing on the individual needs of each child. Information about units of study and your child's progress will be shared with families through newsletters, parent/teacher conferences, parent meetings, and home visits.

GCS Full Day Program Sample Schedule

7:45 - 8:00	Arrival / Table Toys
8:00 - 8:10	Morning Meeting (B.S.S.)
8:10 - 8:40	Breakfast
8:40 - 9:00	Large Group #1 (Circle Chart / EAK)
9:00 - 9:15	Small Group
9:15 - 9:25	Planning
9:25 - 10:25	Choice Time / Work Time
10:25 - 10:35	Clean Up
10:35 - 10:45	Student Recall
10:45 - 11:05	Large Group #2 (Study)
11:05 - 11:50	Outside Time / Recess
12:00 - 12:30	Lunch
12:30 – 12:40	Bathroom
12:40 – 12:55	Story Time / Music and Movement
12:55 - 1:45	Rest Time (50 minutes)
1:45 - 2:15	Snack
2:15 - 2:30	Gym
2:30 – 2:45	Pack Up
2:45	Dismissal

**Drop-off begins at 7:40am. After-school childcare is available for students beginning at 2:45; a separate registration form is required and charges will be incurred. Please go to <https://www.gaylordschools.com/our-district/after-school-child-care> for more information regarding the GCS After School Child Care program.

DEVELOPMENTAL SCREENING

Assessment is ongoing through the use of anecdotal records and work samples to evaluate each child's progress based on the 38 learning objectives defined in The Creative Curriculum®.

In addition to anecdotal records, the GCS Preschool classrooms will also assess student progress through the use of the Brigance Developmental Screening which will be administered in the fall. The Brigance provides a quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills. Any recommendation for additional individualized support will require parental agreement.

Anecdotal records, as well as student portfolios and the results of other assessments, are shared with parents a minimum of three times per year at parent-teacher conferences and at the second home visit.

ATTENDANCE

The importance of good attendance must be established at an early age. School becomes the child's work, and research shows that regular attendance at school leads to overall higher student achievement. Attitudes about school are set at a very young age and parents can affect their child's attitude in a positive way by placing a high priority on education. The parent can also set a good example by requiring excellent attendance.

For the above reasons, we have established the following attendance policy for our GCS Preschool programs:

1. Children are expected to be on time and in school every day that is scheduled.
2. Parents are required to call the school (989-731-2648) whenever a child is going to be absent or late. The reason for the absence or tardiness must be stated.
3. Children can be excused for illness and family emergencies.

LATE ARRIVAL AT SCHOOL

If your child arrives late for school, you MUST accompany your child to the office for check in. This is to ensure their safety so s/he does not enter an empty classroom if the class is elsewhere.

PHYSICAL ACTIVITY/CLOTHING/PERSONAL BELONGINGS

Children DO go outside to play when they are at school (all seasons). The half-day program is outside for a minimum of 30 minutes, the full-day program is outside for a minimum of 45 minutes. They should be dressed appropriately for the weather conditions including snow pants,

boots, winter coats, hats, and gloves during the winter or cold months. If we are unable to go outside due to weather conditions the gym may be available to use for physical activity.

With approval from the preschool supervisor, children are encouraged to bring interesting things to school such as science items or family mementos to share with the class on certain days. Toys that encourage violence such as knives, guns, swords or action figures are discouraged. These items will be confiscated and must be picked up by an adult. The program is not responsible for lost items.

SCHOOL CLOSINGS/WEATHER POLICY

If the Gaylord Public Schools are closed, we will be closed and all GCS Preschool functions (parent meetings, parent-teacher conferences, etc.) will be canceled.

A recorded phone message from an automated phone service will be sent to your current phone number(s). You can also get information about school closing and delays by listening to local TV and radio stations, as well as checking the district's website at www.gaylordschools.com

PARENT INVOLVEMENT

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- **Volunteering in the Classroom:** Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy.
- **Preschool Parent Meetings:** We will regularly offer meetings addressing some topics of interest to parents. These meetings will be informative and take on a variety of formats. Parents are encouraged to submit topics of interest to the teacher.
- **Parent Advisory Meetings:** Two or more are scheduled to share program goals, share community resources, and attain input related to program decisions.
- **Data Analysis Meetings:** Three are held with participation from parents, an administrator, teaching staff, and an Early Childhood Specialist to review program data and set goals
- **Home Visits and Parent-Teacher Conferences:** Teachers work with families to schedule two home visits and two parent-teacher conferences. Additional meetings can be arranged.

HOME VISITS

There will be two, 60 minute scheduled home visits during the year, one in August and one at the end of the school year. Both teachers will be participating in the home visits. The main purpose of the visits is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into preschool for the child and family. Activities might include:

- Taking photos of parent and child, family pet(s), etc;
- Discussing transportation to and from the program;
- Discussing parents' interests and hobbies;
- Discussing the importance of parent involvement and the various opportunities;
- Sharing program philosophy and curriculum information;
- Administer the Brigance developmental screening;
- Discussing goals the parents have for their child for the year;
- Generating a list of possible activities/discussion topics for the next home visit;
- Discussing the required enrollment paperwork.

ADMISSION POLICY

Tuition Students: Children must be at least four years of age, and less than five years of age, by November 30th of the current school year. A copy of a birth certificate is required. Necessary enrollment and registration forms must be completed prior to the beginning of school. This includes the Emergency Contact and Consent Card (Child Information Record). Registration will be handled on a first-come, first-serve basis until the program reaches capacity.

GSRP: There are eight consolidated risk factors. Based on the prevalence data, family income continues to be the most utilized factor in determining eligibility for GSRP. Extremely low family income is defined as below 200 percent of the federal poverty level and low family income is defined as below 250% of the federal poverty level. In addition, as part of the prioritization process, at least 90 percent of children must be identified with one of the following risk factors.

The eight risk factors used to determine GSRP eligibility are:

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

Guidelines are set by the Michigan Department of Education (MDE). If more families apply than there is space available, children with the greatest need (per the MDE guidelines) will be admitted first. Children with the greatest need will then fill subsequent openings.

- Children must live in the Cheboygan, Otsego, Presque Isle Intermediate Educational School District.
- Children in the 4-year-old program must be at least four years of age, and less than five years of age, by November 30th of the current school year. A copy of a birth certificate is required.
- Copies of the following documents are required: birth certificate, immunization records, current health appraisal (within the last year), and proof of income. Paperwork must be provided prior to acceptance. Health appraisals must be updated annually.
- Proof of Immunizations are required as follows:
4DPT, 1MMR, 3 Polio, 3 Hepatitis B, Hib series, PCV series and Varicella (chicken pox) unless the parent signs a waiver. A copy of your child's immunization records and any updates along with a well-child check-up must be on file at the preschool.

If your child has not yet received all required vaccinations, a schedule of appointments to receive age-appropriate vaccinations must be provided.

Failure to comply will result in the child's removal from the program.

- Additional items may be requested as evidence of the Michigan Department of Education's at-risk factors (i.e., proof of income, doctor's notes for health risks or, IEP's, etc...) and will need to be provided.
- Necessary enrollment and registration forms must be completed prior to the beginning of school. This includes the Emergency Contact and Consent Card (Child Information Record)

FOOD POLICY

Classes will be served breakfast, lunch and a snack every day at no cost, meals will comply with the School Nutrition Program (SNP) nutritional guidelines. Full-day participants may also bring meals from home.

REST/QUIET TIME POLICY

Students attending a full-day program will participate in a rest/quiet time daily. Children will be provided with a mat to lie on. Children wishing to use a small pillow and/or blanket will need to bring one from home. Children will not be required to rest for more than one hour and alternate quiet activities will be provided for those children who do not sleep. Children who are sleeping and do not wake up independently will be gently awakened using soft touches, opening of the blinds, and conversation. Children are expected to assist with putting away their sleeping materials.

REFERRAL POLICY

Specialists from COPESD work very closely with our program. If a concern about your child's development arises based on classroom observations, you will be notified and involved at every

step during the referral process for possible outside services. Please contact the staff if you see a need. Our program also supports family needs, such as the need for medical, mental health, food, clothing, and housing services. Please contact the staff if additional help in these areas is needed.

GREAT START READINESS PROGRAM (GSRP) ADVISORY STRUCTURE

Meeting minutes are taken at each meeting and will be provided to parents upon request. See below for complete structure at a glance.

**Great Start Readiness Program (GSRP) Advisory Structure
At-A-Glance**

<p>Role of the Intermediate School District (ISD)</p>	<ul style="list-style-type: none"> ● Early Childhood Contact (ECC) as leader, ensures that GSRP is a part of the strategic planning of the local Great Start Collaborative (GSC). ● ISD monitoring plan addresses oversight of the GSRP advisory structure throughout the ISD and practice of advisory groups.
<p>Data Analysis Team</p>	<ul style="list-style-type: none"> ● Early Childhood Specialist (ECS) as a leader. ● Made up of teaching teams, supervisors, parents, and specialists/stakeholders. ● Meets minimally 3 times each year ● Analyze aggregated program and child outcome data by subrecipient. ● Sets goals and monitors progress towards goals. ● Reports to the local GSRP Advisory Committee, school board, parents, and the public.

<p>Local Advisory Committee</p>	<ul style="list-style-type: none"> ● Annual orientation/training to instill confidence in parents as active group members and decision-makers. ● Includes representation from GSRP teaching staff. ● One parent for every 18 enrolled children. ● A focus on local considerations, including recruitment/enrollment, Preschool Program Quality Assessment (PQA) results and child outcome data. ● Meets minimally twice per year. ● Liaison to the Great Start Collaborative Parent Coalition (GSPC).
<p>School Readiness Advisory Committee</p>	<ul style="list-style-type: none"> ● ECC as a leader. ● Committee is a workgroup of the GSC. ● Annually review and make recommendations for change on <ul style="list-style-type: none"> ○ Collaboration with and involvement of the community volunteer and/or social service organizations in addressing all aspects of educational disadvantage ○ Partnership with the local GSC, Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP ○ Collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds; ○ The choice of an approved curriculum; ○ Nutritional services utilizing federal, state and local food program support as applicable; ○ Health and developmental screening process; ○ Referrals to community social service agencies, as appropriate; ○ Parent involvement; ○ PQA and Child Outcome data; ○ Continuous improvement efforts; and ○ Transition into kindergarten.

**Great Start
Collaborative
Parent Coalition**

- Work with other parents in the region.
- A focus of broad support for early childhood and school readiness.
- Included liaison(s) to local GSRP Advisory Committees.

HEALTH POLICY

The Gaylord Community Schools will work cooperatively with the District Health Dept. #3 to enforce and adhere to the Michigan Public Health Code (Act. 368 of 1978 as amended) for the prevention, control, and containment of communicable disease in schools. Students are expected to be in compliance with the required immunization schedule. The Superintendent has the authority to exclude a student from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infestation that is known to be spread by any form of casual contact and is considered a health threat to the school population. Such a student shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious.

ADMINISTERING MEDICINES TO STUDENTS

Medication will only be administered when prescribed specifically for your child by a doctor. The medication must be brought to us in its original container and the Medication Permission and Authorization Form must be completed and signed by the parent or guardian. Instructions and medication permission forms may be obtained upon request from the program supervisor. All medication will be administered by a school designee.

The following guidelines incorporate provisions for the safety and protection of pupils on medication, his/her classmates, and the school personnel involved:

1. Pupils requiring medication at school shall be identified by parents to the administrator. The administrator shall assume authority for involving designated school personnel in administration of the medication.

Written statements shall be required of:

- a. Parents requesting and authorizing the designated school personnel to give medication shall submit a statement identifying the type of dosage, side effects, and purpose of the medication.
- b. If more knowledge is needed by the school authorities to exercise prudent judgment for the safety and the protection of the pupil on medication, the principal shall contact the physician directly.

2. The physician or pharmacist shall provide the parent a labeled bottle of medication for school authorities. The label on the bottle shall contain the name and telephone number of the pharmacy, the name of the pupil, name of the physician, name of drug, and the dosage to be given at school. Taking the medication shall be supervised by designated school personnel at a time conforming to the indicated schedule. The prescribed medication shall be kept in the office. If medication must be broken (cut in half), it is the responsibility of the parents to do this.
3. It is important that an accurate and confidential system of record keeping be established for each pupil receiving medication. School personnel may be asked to document any unusual behavior while the student is on medication.
4. Under NO circumstances shall school personnel provide aspirin or any other medicine to students without meeting the criteria of one through four above.

WHAT TO DO WHEN YOUR CHILD IS ILL

- If your child should come down with a contagious condition of any kind, please notify the teacher.
- If a child is judged ill by the teacher, the family will be contacted and requested to come for the child. Sick children are not to remain at school.
- Teaching staff are authorized to administer medication if the school medication form is completed and signed by a parent and the guidelines of the health policy are met.
- Documented chronic conditions that are non-contagious will not be a cause for sending a child home.
- Your child should not return to school until healthy. Below are some general guidelines for you to follow.

SYMPTOM KEEP YOUR CHILD HOME UNTIL

Fever.....	fever registers below 100 degrees for 24 hours and child is acting well
Running nose.....	thick yellow or green discharge clears up
Ear ache.....	a physician examines the ears and recommends your child returns to school
Rash.....	a physician determines the cause and recommends your child return to school
Sore throat.....	a physician determines the cause and that no Strep infection exists
Cough.....	coughing subsides
Red or watery eyes.....	eyes return to normal or a physician recommends your child returns to school
Upset stomach or diarrhea.....	your child is eating normally without

causing upset stomach or diarrhea
Draining sore.....until draining stops

Vomiting 24 hours after last occurrence

This list is not intended to be exclusive of every condition that a parent may face. Common sense must still be exercised by parents when determining the health conditions of their children.

HEALTH CARE PLAN:

EMERGENCY PLAN

In the event of an accident or emergency, parents/guardians will be contacted by phone immediately. If a parent/guardian is unable to be reached, individuals listed on the child information form will be contacted. If we are unable to reach anyone, we will seek emergency medical care as specified by the parents/guardians on the Child Information Record. **In the best interest of your child, we need you to keep school personnel updated with any change in emergency contact phone numbers.**

If a child is injured, first aid will be rendered and a parent/guardian will be notified. A Student Incident/Accident Report will be completed. In case of a severe injury or an emergency when the child's health is in danger (experiencing breathing problems or lack of breathing, severe bleeding, unconsciousness, suspected head or spinal injury, or anaphylaxis), Emergency Medical Services will be requested by calling 911. Parents/Guardians will be notified immediately after the EMS call is placed. The parent/guardian will be responsible for any incurred expenses.

Evacuation plans and emergency procedures will be posted in the classroom. This will include tornado, fire drill, lockdown, serious accident or injury, and crisis management information. In the event of an emergency/evacuation, parents will be notified by phone to unite families as soon as possible.

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for the safe, prompt, and orderly evacuation of the building. There are 5 mandatory fire drills each school year. Severe weather drills will be conducted during the tornado season using the procedures provided by the State. There are two mandatory severe weather drills each school year.

BLOODBORNE PATHOGENS EMERGENCY PROCEDURES

Infection control approaches are based on the concept of standard precautions treating all blood and bodily fluids as if they were potentially infectious. Exposure can lead to infection; therefore standard precautions shall be used at all times. In an emergency situation involving blood or potentially infectious materials, Universal Infection Control Procedures should be used.

Wearing gloves, splash goggles, pocket mouth-to-mouth resuscitation masks, and other barrier devices will be used whenever possible to try to minimize exposure.

SPILL CLEAN UP

Always use gloves. Do not reuse disposable gloves. If utility gloves are used, decontaminate after use with soap and water and appropriate disinfectant. Use absorbent paper towels to absorb spills. Clean spill with soap and water. Utilize proper disinfectant (usually 1:10 bleach and water) and follow procedures.

CLEANING AND SANITIZING SCHEDULE

Eating areas will be sanitized regularly throughout the day and specifically before and after each meal or snack. Toys that go into the children's mouths will be placed in a tub with sanitizing solution, rinsed and air dried. The sanitizing solution will be made up of 1 tablespoon of bleach to one gallon of water.

HAND WASHING METHODS

Method for staff members and children prior to meals and snacks: Wet hands under warm water, apply soap, vigorously rub hands together for at least 10 seconds, thoroughly rinse hands under warm running water, dry hands using a single-use disposable towel. Hand washing procedures will be posted in the classroom.

NOTICE OF LICENSING NOTEBOOK

This center maintains a licensing notebook that contains all of the licensing inspection and special investigation reports and related corrective action plans since May 28, 2010. This notebook is available to parents during regular school hours. Licensing inspection and special investigation reports from at least the past 2 years are available on the child care licensing website at www.michigan.gov/michildcare. The website address must be in bold print.

GRIEVANCE POLICY

If you experience a concern or grievance please follow these appropriate steps: First, contact your child's teacher to see if you can reach a resolution. If you are unable to reach a resolution please contact Karla Hawkins, the Preschool Director.

EXCLUSION POLICY

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

ABUSE/NEGLECT

Staff at GCS Preschool are aware that abuse and neglect of children is against the law. As teachers/child advocates we are required by Child Protection Law to immediately report suspected abuse and neglect of children to Children's Protective Services. The staff reviews the Child Abuse and Neglect reporting procedures annually.

FEE POLICY

Tuition Fee Policy:

A \$100 non-refundable deposit is required to secure enrollment in the preschool program, which goes toward the first month's tuition payment. Please see the payment schedule below for tuition information.

FULL-DAY TUITION RATES	HALF-DAY TUITION RATES
M-T-W-TH-F 7:45 a.m. – 2:45 p.m.	M-T-W-TH-F 8:00 – 11:30 a.m. OR 11:30 a.m. – 2:45 p.m.
\$5,040/year *	\$2,880/year-morning only* ~ \$2,340/year-afternoon only*
\$560/month	\$320/month-morning only ~ \$260/month-afternoon only
\$140/week (36 weeks)	\$80/week-morning only ~ \$65/week-afternoon only (36 weeks)
<i>*A 5% pre-payment discount will be offered for full-year tuition payments received on or before October 1, 2024.</i>	<i>*A 5% pre-payment discount will be offered for full-year tuition payments received on or before October 1, 2024.</i>

Payments are due monthly on the 20th. An invoice will be emailed to you each month. Checks or money orders are to be made out to Gaylord Community Schools. Credit Card payments can also be made by contacting the Board of Education Office at 989-705-3080. **Payments must be received at the following address on or before the 20th of each month or a \$10.00 late fee will be applied to your balance: Gaylord Community Schools, Accounts Receivable, 615 S. Elm, Gaylord, MI 49735.** If a past due balance continues for two months, the child will be withdrawn from this program until other arrangements are made to pay for accumulated fees. Accounts with significant past-due balances may be referred to a collection agency. Parents/guardians experiencing payment difficulties are encouraged to contact the Board of Education Office at 989-705-3080 as soon as possible to avoid having to withdraw a child from the program.

Checks returned to the school from the bank for non-sufficient funds will be charged a \$25.00 returned check fee. This fee will be added to your subsequent payment. If this occurs more than once, you will be asked to make all payments with cash, money order or credit card.

GSRP Eligible Students:

Because this program is funded with Department of Education grant money, there will be no cost for income-eligible students in the program. For students who are not income eligible, please see below for the sliding fee scale. Gaylord Community Schools will bill monthly for payment or you can choose to pay for the whole year.

2022-2023 Great Start Readiness Preschool Sliding Fee Tuition Scale

Annual Tuition Rates	GSRP/Head Start Blend	Children with an Individualized Education Program (IEP)	Below 250% of the Federal Poverty Level	251%-350% of the Federal Poverty Level	Above 351% of the Federal Poverty Level
School Day Programming	\$0	\$0	\$0	\$200/year (\$22/month)	\$300/year (\$33/month)
<ul style="list-style-type: none">• Sub-recipients will be responsible for collecting tuition.• Fees collected must be used within the GSRP program during the program year and must be documented and expended in accordance with the guidance provided to each subrecipient during that program year.• Children enrolled in a GSRP/Head Start Blend must not be charged tuition.• Straight GSRP children placed in a blended classroom are charged tuition.• Children with Special Education IEP's must not be charged tuition.					

DISCIPLINE

The best discipline is preventive, through a carefully planned program which challenges and meets the needs of the children and provides variety. Many problems can be avoided when children are involved in constructive activities. Teachers must organize space and materials to avoid unnecessary confrontations. They must also give children ample opportunities to practice social skills through spontaneous interaction with peers and adults.

Teachers give children cues about which behaviors to maintain or avoid and which alternative behaviors may be more successful. It is important to use a variety of positive guidance techniques.

These include:

1. Teachers notice and reinforce children's positive behavior – "You're working hard!" or "You did it!"
2. Teachers set reasonable limits giving suggestions and directions in a positive manner, i.e. tell the child what is against the rules, what he is doing, and describe an acceptable substitute. "You're riding on the grass. Please ride on the cement."

3. Teachers redirect children's behavior by providing a substitute or alternative behavior, turning the situation into a learning experience. Example: The child draws on the table - the teacher redirects the behavior so the child draws on paper.
4. Teachers work to develop a positive self-concept. They do not challenge the child or threaten his self-image. It is important that teachers disapprove of the action, not the child.
5. Teachers focus on children's behavior rather than attitudes or personality characteristics.
6. Teachers respond to children who behave inappropriately by defining the situation from the child's point of view and then helping him or her to recognize how his/her personal behavior affects him/herself or others in the group.
7. Teachers develop rules which are reasonable, definable, and enforceable.
 - A. Reasonable: The child has to know how to follow the rule.
 - B. Definable: The child knows exactly what the teacher expects.
 - C. Enforceable: The child knows that the rule will be enforced.
8. Teachers must develop consequences which are immediate, consistent and logical.
 - A. Immediate: Can be enforced as soon as the rule is broken.
 - B. Consistent: Consequences must be enforced every time the rule is broken.
 - C. Logical: Consequence helps the child learn how to follow the rule the next time and helps the child recognize how personal actions affect others.
9. Teachers give children a warning of what consequence will result from breaking the rule.
10. Should a child fail to adjust to a group situation, the Principal, coordinator, teacher and parents will confer as to the appropriate action to be taken. Every effort will be made in order for children to be successful in the classroom.

The understanding of individual children, the setting of rational limits that are made explicit at the child's level of understanding, firm and consistent intervention when a child goes beyond the limits - all contribute to the kind of discipline that helps children develop their own inner controls.

***Children being excluded from outdoor activities or learning experiences WILL NOT be a form of discipline used in the classroom.

CONFLICT RESOLUTION

Children in the GCS Great Start Readiness Preschool will engage in the conflict resolution process with teachers when involved in conflicts with classmates. Teachers will assist in this area by doing the following when a conflict arises:

1. Approach calmly, stopping any hurtful actions.
 - Teacher places self between the children, on their level.
 - Teacher uses a calm voice and a gentle touch
 - Teacher remains neutral rather than take sides.
2. Acknowledge children's feelings.
 - Teacher may say, "You look really upset."
 - Teacher lets children know you need to hold any object in question.
3. Gather information.
 - Teacher may say, "What's the problem?"
4. Restate the problem.
 - Teacher says, "So the problem is..."
5. Ask for ideas for solutions and choose one together.
 - Teacher asks, "What can we do to solve this problem?"
 - Teacher encourages children to think of a solution.
6. Be prepared to give follow-up support.
 - Teacher may say, "You solved the problem!"
 - Teacher stays near the children

PARENT'S NOTICE OF PROGRAM MEASUREMENT

GCS preschool is required to work with the Michigan Department of Education (MDE) to measure the effectiveness of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, numbers, etc. Ask teachers how children are learning and growing. Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Please contact:

- Karla Hawkins, Preschool Director @ 989-705-3018
- The MDE Office of Great Start, Early Childhood Education and Family Services, at mde-gsrp@michigan.gov, 517-373-8483, or 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.