



Fulton Pirate Preschool Early Learning Center

129 E George Street
Middleton, MI 48856
(989) 236-5130

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Program Director

2026-27 Program Handbook



#AllHandsOnDeck



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“Anyone who does anything to help a child in his life is a hero to me.”

- Fred Rogers / Mr Rogers’ Neighborhood



Fulton Schools

8060 Ely Highway, Middleton, Michigan 48856 / 989-236-7300

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Fulton Pirate Preschool Early Learning Center

Welcome

We are very excited to offer preschool to your child. For many children, preschool is their first experience in being away from home. This is not only exciting, but also a little scary. One of our goals is to make this transition as smooth as possible. This handbook will provide information and answer many of the questions that you may have about our program. If you have any additional questions about the program, please feel free to contact us. All classrooms follow the Great Start Readiness Program and Strong Beginnings guidelines based on the child's age and developmental level.

Philosophy

Fulton Preschool provides a developmentally appropriate program in a safe and nurturing environment, which promotes social, emotional, physical, and cognitive growth. Our goals foster a positive self-concept and develop socialization and school readiness skills. Various experiences, geared to the age group, as well as individual needs of each child are provided. Long-lasting partnerships between school, family, and community are initiated.

We believe that you are your child's best teacher. We welcome both you and your child to Fulton Preschool. We have an open-door policy and you are welcome to visit at any time. We are strongly committed to supporting the quality of the child's family life. Parent involvement is welcome and encouraged. We will keep you updated on classroom activities and in our newsletters.

Because learning is a life-long process for children and adults, and it is necessary to make continued improvements, the program and staff are evaluated on a regular basis using a Program Quality Assessment. The results are used to guide the teaching team toward a higher quality experience for all children in the program.

Mission and Vision Statement

The mission of Fulton Schools is to create pathways for students to become life-long learners and successful citizens by... Providing a safe and secure campus; Ensuring a welcoming and engaging educational environment; Fostering strong student-staff relationships; Encouraging diverse educational experiences; Integrating the needs of all students; Supporting social-emotional health; Utilizing effective communication; and Preserving community traditions.

At Fulton Schools we envision a future where an innovative and diverse educational environment fosters the growth of successful citizens, promotes inclusiveness, relationships, and preserves community traditions.

Pirate P.R.I.D.E: Perseverance Respect Integrity Dedication Excellence

Address, Website, and Contact Information

Address

129 E George Street
Middleton, MI 48856

Contact Information

(989) 236-5130
prek@fultonpirates.net

Program Information

fultonpirates.net
preschoolpartnership.org



Facebook: Fulton Pirate Preschool



Administration & School Board Information

Program Director: Lezlie Hauck

Board President: Karla Childers

Secretary: Natasha Walden

Trustee: Kathryn Bolinger

Superintendent: Ryan Portenga

Vice President: Caleb Duflo

Treasurer: Jennifer Whitford

Trustee: Mallory Sali

Trustee: Kari McCormick

Preschool Staff & Contact Information

Great Start Readiness Program – Room #1 – Full-Day GSRP – (989) 236-5130 x1

Lezlie Hauck
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Cassidy Morrison
Assistant Caregiver
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Strong Beginnings – Room #2 – Full-Day SB – (989) 236-5130 x2

Holly Meyers
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Julie Ryan
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Katie Rose
Family Liaison
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Great Start Readiness Program – Room #3 – Full-Day GSRP – (989) 236-5130 x3

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Associate Caregiver
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Tuition-Based Classroom – Room #4 – Half- and Full-Day Programs – (989) 236-5130 x4

Kali Wiseman
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Ashlie Heckman
Assistant Caregiver
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Fulton After-School Time (FAST) – (989) 236-5130 x2

Holly Meyers - Lead Caregiver – meyersh@fultonpirates.net
Danette O'Brien - Lead Caregiver – obriend@fultonpirates.net



Fulton Pirate Preschool & Early Learning Center

2026-27 Student Calendar *

Mon, Sept 14	Open House (9-11a) / “Spirit Week” Begins	Mon, Jan 4	Teacher In-Service Day
Tue, Sept 15	Preschool Begins - Half Group	Tue, Jan 5	Preschool & ELC Resumes
Wed, Sept 16	Preschool Begins - Half Group		
Thur, Sept 17	Preschool Begins - All Students	Mon, Feb 8	Dentist Office Field Trip #1
Fri, Sept 18	Homecoming	Tue, Feb 9	Dentist Office Field Trip #2
Wed, Sept 23	District-Wide Half-Day	Wed, Feb 10	Valentine’s Festivities
Thur, Sept 24	District-Wide Half-Day	Fri, Feb 12	Mid-Winter Break Begins
		Tue, Feb 16	Preschool & ELC Resumes
Mon, Oct 5	Perrinton Fire Department Visit		
Thur, Oct 8	Picture Day	Mon, Mar 1	March is Reading Month
Thur, Oct 22	Pumpkin Patch Field Trip	Mon, Mar 1	Spring Pictures
Tue, Oct 27	Vision and Hearing Testing	Tue, Mar 2	Dr Seuss Birthday Party
Thur, Oct 29	Halloween Parade @ 8:30a & Festivities	Tue, Mar 9	Dental Screens ^^
		Wed, Mar 10	Vision / Hearing Screens ^^
Wed, Nov 11	Veterans Day Celebration	Mon, Mar 22	Parent-Teacher Conferences
Mon, Nov 16	Picture Retakes	Tue, Mar 23	Parent-Teacher Conferences
Thur, Nov 19	Thanksgiving Feast	Wed, Mar 24	Parent-Teacher Conferences
Mon, Nov 23	Parent-Teacher Conferences	Fri, Mar 26	Spring Break Begins
Tue, Nov 24	Parent-Teacher Conferences		
Wed, Nov 25	Thanksgiving Break Begins	Mon, Apr 6	Preschool & ELC Resumes
Begins		Mon, Apr 19	Preschool Registration
Mon, Dec 7	Christmas Caroling		
Wed, Dec 9	Christmas “Family Fun Night”	Wed, Apr 28	Class of 2027 Walk-Through
Mon, Dec 14	Pajama Day / Christmas Party with Presents	Thur, Apr 29	Grandparents Day
Friday, Dec 18	Christmas Break Begins		
		TBD	End of School Field Trip
		Tue, May 11	Preschool Graduation
			🍎 Hauck’s Class @ 5p
			🍎 Wiser’s Class @ 6:30p
		Thur, May 13	Last Day of Preschool

^^ Kindergarten-Aged Students Only

* Dates and Times are Subject to Change

Daily Start Time - 7:45a

Daily Dismissal Time - 2:45p

Home Visits for the 2027-28 School Year will take place between Friday, May 14 and Thursday, May 27



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School Closings and Delays

If school is closed or delayed, “Power Announcement” will notify you. Please make sure that you have your current contact information up to date in PowerSchool and within our Fulton Schools App. You can also check out our Facebook page... “Fulton Pirate Preschool”.

You may also check the following media sources for school closing or delay information:

Television – TV 6, TV 10, TV 12 and TV 25/47

Radio – WFYC/WQBX 1280 am/104.9, WCFX 95.3, WFMK 99.1, WJIM 97.5/1240 am, WITL 100.7, WMMQ 94.9, and WJSZ 92.5.

On days where school is closed or delayed, we will still be offering FAST services on a normal schedule. However, if school is delayed for two hours, preschool classes will begin at 9:45a.

Our Fulton Schools district calendar is subject to changes. Excessive snow days have potential to affect ending dates. There will be no preschool on holidays, in-service / professional development days, during official breaks, days marked “no school”, as well as those to be announced.

We attempt to have these announcements made as soon as a decision is made. The listed stations are very cooperative in making these announcements. If school is closed for any reason, preschool will also be closed!

Open House

At the beginning of the school year, there is an Open House in our preschool facility. This is usually scheduled for the days before preschool starts and allows for a complete review of necessary paperwork. Come and visit with the teachers in their classroom and bring any questions that you have. You may call our Fulton Pirate Preschool for the most up to date information about an upcoming open house.

Confidentiality Policy

Information presented to Fulton Great Start Readiness Preschool will remain confidential and not be disclosed to parties other than our Fulton Great Start Readiness Program staff, our Regional Preschool Partnership, the Federal Preschool program through 8-Cap, and the Michigan Department of Education without written consent of parent(s) or guardian(s).

Transportation Policy

Bus transportation is available to preschool children under the following conditions:

- ✓ Your child must be 4 years old
- ✓ You must inform the Program Director and your child’s Classroom Teacher of your request for transportation in writing.

Enrollment Options and 2026-27 Tuition Information

Fulton Preschool provides a developmentally appropriate program in a safe and nurturing environment – which promotes social, emotional, physical, and cognitive growth. Our goals foster a positive self-concept and develop socialization and school readiness skills. Various experiences – geared to the age group – as well as individual needs of each child are provided. Long-lasting partnerships between school, family, and community are initiated.

Fulton GSRP falls under the Midland Consortium that manages funding distributions for Gratiot, Isabella, and Midland Counties for the Michigan Department of Education Great Start Educational grant. Children may be enrolled in our program from outside the Fulton School District taxation zones; However, children must reside within the *proximity* of the Fulton School District to receive busing privileges. If the Fulton transportation system cannot pick up/ drop off your 4-year old, then you must be willing to transport your student. Eligibility and funding are uniformly available to students across School district borders to better serve families that may reside closer to one school district than another regardless of designated tax/district boundaries. Be sure that your intent is made clear with the enrollment specialist.

Children in foster care, those experiencing homelessness, and children with an individualized education program (IEP) recommending placement in an inclusive preschool setting are automatically eligible for GSRP and must be considered within the lowest quintile (0 – 50% Federal Poverty Level (FPL) for prioritization.

Eligibility is based on income levels (scaled to an income chart provided by the State of Michigan) and secondly on certain criteria (risk factors) as charted by the Michigan Department of Education (MDE). Programs are required to enroll the families with the most risk factors based on reported income, and then with consideration of qualifying risk factors. The enrollment process is a competitive formula to identify recipients for slots in a GSRP classroom.

A few of the risk factors include: limited English or limited English speaking in household, delayed motor development, teenage parent, single-parent family, under-employment/unemployment, long-term or chronic illness of child, parent, brother or sister, special needs, and other situations.

The program is free to children who are enrolled, with income that is 300% or below the FPL. The program is funded by a grant from the Michigan State Department of Education. Each district allows 10% of their enrolled families to be over the 300% (FPL) Federal Poverty Level. Any family that becomes eligible for this slot will be required to pay a portion of their program costs, otherwise known as the Sliding Scale Tuition.

Enrollment Steps

- 1 All Families... [CLICK HERE](#) to access and enroll within the Preschool Partnership enrollment portal.
- 2 FAST Families... Please view, print, and fill out our enrollment form. Rates are listed below.
- 3 Tuition Families... Follow Step #1 above, but rates are listed below.

✓ **Fulton After-School Time (FAST) - 7-7:45a and 2:45-5:30p**

In addition to our regular school day programming, our Preschool & Early Learning Center offers before and after-school supervision for families in need of such childcare. Enrollment may take place at any given time during the school year. Any student who is enrolled within our preschool or our elementary school may attend the FAST Program throughout the school year.

*FAST registration fee for the entire school year is **\$30 / student** or **\$50 / family**. After September 15, the registration fee increases to **\$50 / student** or **\$70 / family**. Of note, summer participants continuing on with care will not be charged a registration fee for fall registration.*

Regarding tuition payments, if a payment is not paid in full by the due date – as listed on the Enrollment Confirmation Form – a late tuition payment fee of \$20 will be added to your balance. After 5 calendar days, another \$20 will be added. You will only be allowed to have two late payment fees throughout the school year. If you do not pay your bill in full after the second late charge, your child will no longer be allowed to attend our program. Please know that we are funded solely through parent tuition. It is therefore necessary to have tuition paid in full and on time. Partial payments are not acceptable. Parents may pay childcare fees with cash, check, or money order made out to “Fulton Schools”.

✓ **Fulton After-School Time (FAST): Enrollment Options and Fees ** - Circle All Preferences**

- ➔ Before-School Care / 7a - 7:45a... \$45 / wk / student
- ➔ After-School Care / 3p - 5:30p... \$80 / wk / student
- ➔ Before- and After-School Care / Same Day... \$110 / wk / student
- ➔ Fulton Schools - Scheduled Days Off / 7a - 5:30p... \$40 / day / child ^^
- ➔ Fulton Schools - Scheduled Days Off / Half Day / 11:30a - 5:30p... \$20 / day / child ^^
- ➔ Fulton Schools - Delayed Start / 7a - 9:45p... \$15 / day / child
- ➔ Fulton Schools - Early Dismissals / 11:30a - 5:30p... \$20 / day / child ^^
- ➔ Fulton Schools - Snow Days / 7a - 5:30p... \$40 / day / child ^^
- ➔ FAST Fridays / 7a - 5:30p / Full Day... \$40 / day / child ^^
- ➔ FAST Fridays / 7a - 11a / Half Day... \$20 / day / child

**** Note:** FAST reserves the right to change fees.

^^ Note: Please provide lunch for your child if you select one of these respective options.



✓ **3-Day Preschool - AM / Half-Day / 7:45a - 11a**

*Within our tuition-based preschool classroom is a half-day option running three days each week in the morning from 7:45-11a on **Mondays, Tuesdays, and Wednesdays**. This option includes breakfast each school day.*

Enrollment and payment options are listed below.

<u>Payment Options</u>	<u>Fee *</u>	<u>Coverage</u>	<u>Payment Due Date</u>
_____ One-Payment Option	\$1,500	Sept-May / Full Year	September 15
_____ Two- Payment Option	\$750	Sept-Dec / Half-Year	September 15 – Payment #1
	\$750	Jan-May / Half-Year	January 15 – Payment #2
_____ Monthly- Payment Option / \$170		Monthly / 1st of the Month	September 1, October 1, etc

✓ **3-Day Preschool - All-Day / 7:45a - 2:45p**

*Within our tuition-based preschool classroom is a full-day option running three days each week all day from 7:45a-2:45p on **Mondays, Tuesdays, and Wednesdays**. This option includes breakfast, lunch, and a snack throughout each school day. Enrollment and payment options are listed below.*

<u>Payment Options</u>	<u>Fee *</u>	<u>Coverage</u>	<u>Payment Due Date</u>
_____ One-Payment Option	\$3,000	Sept-May / Full Year	September 15
_____ Two- Payment Option	\$1,500	Sept-Dec / Half-Year	September 15 – Payment #1
	\$1,500	Jan-May / Half-Year	January 15 – Payment #2
_____ Monthly- Payment Option / \$450		Monthly / 1st of the Month	September 1, October 1, etc

✓ **4-Day Preschool - All-Day / 7:45a - 2:45p**

*Within our tuition-based preschool classroom is a full-day option running four days most weeks all day from 7:45a-2:45p on **Mondays, Tuesdays, Wednesdays, and Thursdays**. Includes breakfast, lunch, and a snack throughout each school day. Enrollment and payment options are listed below.*

<u>Payment Options</u>	<u>Fee *</u>	<u>Coverage</u>	<u>Payment Due Date</u>
_____ One-Payment Option	\$4,000	Sept-May / Full Year	September 15
_____ Two- Payment Option	\$2,000	Sept-Dec / Half-Year	September 15 – Payment #1
	\$2,000	Jan-May / Half-Year	January 15 – Payment #2
_____ Monthly- Payment Option / \$450		Monthly / 1st of the Month	September 1, October 1, etc

* **Note:** There are no refunds.

Once a student is enrolled within our Preschool Early Learning Center, tuition payments should be dropped off in our main office. A receipt will be provided for all transactions. Failure to comply with our Preschool ELC agreement may cause your child to be dropped from the program.

Early Program Entry

The Great Start Readiness Program (GSRP) was designed to provide high-quality preschool to children at risk for low educational attainment in the school year before they are eligible for kindergarten; children enrolled in GSRP must be at least four, but less than 5, years of age as of the date specified for determining a child's eligibility to attend school under section 1147 of the revised school code, MCL 380.1147 and Public Act 85 of 2015 (PA 85). For GSRP, this means a child must turn 4 years of age on or before September 1.

However, the provision for parent choice included under section 1147 also applies. This means that parents of children who will turn 4 after September 1, but on or before December 1, may apply for early entry into GSRP. Applications submitted that meet this condition must be considered alongside all other applications when enrollment decisions are made. This includes referral to Head Start for any qualified child, regardless of age. An assumption is made that parents opting to enroll their child in GSRP early, expect to also use the provision for parent choice under section 1147 to enroll their child early in kindergarten the following fall. If there is a change to the plan to enroll in kindergarten early, a second year of GSRP is permissible to avoid a break in educational programming for the child. This requires that the parent apply for a second year of GSRP and, if still eligible, the child may be accepted based on the ISD's prioritization process and available space.

Fulton Preschools will prioritize children four years of age by September 1 ahead of the children entering early. If our program becomes full to capacity, other programs in the area may have room for eligible applicants.

Attendance and Withdrawal Policy

The Fulton Preschool program requires that children attend their center on a regular basis. We believe that it is important for children to attend center activities regularly so that they feel secure within their school environment and receive the full range of services offered by Fulton Preschool. If your child misses three days and you have not contacted staff, a Fulton Preschool staff person will either call or make a home visit to discuss the absence and help. A child's enrollment will be terminated if absent for 30 consecutive calendar days. A child may be withdrawn from the program at the request of the parent.

When children do not attend regularly they... learn poor school / work habits; disrupt the normal routine of the classroom; deny other children placement that would more fully participate in that experience; endanger future funding of the program.

Federal regulations address the importance of children attending Fulton Preschool center activities, and provide guidance for maintaining this standard of attendance.

Non-Expulsion Policy

Children will not be excluded, suspended, or expelled from classroom programming or transportation services for behavioral, toileting, or other non-health related needs. Fulton Pirate Preschool will reach out to our Early Childhood Specialist (ECS) for information on mental health supports for children and follow the process set by the Regional Preschool Partnership and Gratiot-Isabella RESD to obtain help.

Required Paperwork

Before your child begins the program, the following forms must be completed prior to acceptance:

- ✓ Preschool Partnership Online Application
- ✓ Child Information Record – “State of Michigan”
- ✓ Fulton Preschool Enrollment Form and Proof of Income
- ✓ Birth Certificate Copy and Social Security Number
- ✓ A Physical Form – completed by a physician or computer-generated report from physician’s office – and a copy of all immunizations.

Additional paperwork will be requested that may not be as time sensitive, such as:

- ✓ District Photo Release Form
- ✓ Field Trip Permission Slip
- ✓ Background Check Consent Form – to be eligible for field trip participation
- ✓ ASQ Screening Inventory Consent Form
- ✓ Signed and Dated Financial Agreement.
- ✓ Authorization for Medicine or Treatment Form

Home Visits and Parent-Teacher Conferences

Parents play an integral role in their child’s development. A strong partnership between staff and families is crucial to child success. Families in the GSRP program will participate in two home visits and two parent teacher conferences during the program year. Visits help maintain an open communication between the staff and families.

The initial home visit serves as an orientation opportunity for the child and parents and helps us get to know each other. The initial home visit is also the time to provide the required paperwork that officially enrolls your student. Conferences are held a minimum of two times throughout the program year to discuss overall development, child strengths, areas of concern, and results of assessments.

Your student’s Child Observation Record (COR) will be shared with parents three times a year. Parents are provided with activities to help foster Kindergarten Readiness. A final home visit will summarize the child’s development and transition to kindergarten. We are eager to keep parents informed of developmental progress and encourage all parents to attend. Home visits and conferences are designed to accommodate parents and families.

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General Student Conduct

The following are general conduct expectations within the classroom:

- ✓ Be courteous and respectful of others.
- ✓ Walk in the building—no running, pushing, or shoving.
- ✓ Obey the instructions of school staff (playground aides, etc.) at all times.
- ✓ Do not leave the school grounds without permission.
- ✓ Refrain from fighting, participating in friendly scuffles, verbal abuse, the use of profane language and vulgar behavior.
- ✓ Refrain from any activity that is harmful or destructive to others or their property, including games or horseplay that are likely to lead to injury.
- ✓ Items such as play knives, matches, toy guns, water pistols, and slingshots are potentially dangerous or can be negative influences and must be left at home.
- ✓ Throwing objects that may be harmful to other people and / or property such as snowballs, sticks, stones, etc is prohibited.
- ✓ Take pride in your school by helping to keep it clean and attractive.

Preschool Classroom Rules

- | | |
|-----------------------------------|--|
| ✓ Keep hands and feet to yourself | ✓ Take care of materials |
| ✓ Use inside voice | ✓ Treat others as you want to be treated |

Appropriate Expectations

When you come to any of our preschool classrooms, you should expect to see:

- ✓ Manipulative materials, freedom of movement, and expression of emotions
- ✓ Children participating in individual, small group, and large group learning experiences
- ✓ Some children actively engaged, while others are simply observing
- ✓ Children engaged in hands-on learning activities
- ✓ Creative activities – although some may be messy!
- ✓ The same concepts presented many times in many different ways
- ✓ Children talking all at once, sometimes interrupting in their spontaneity
- ✓ Children being given clear and consistent messages from adults
- ✓ Positive feedback being used to promote desired behavior
- ✓ Children being encouraged to do as much as possible for themselves – with assistance given, as needed...

Note: Teachers will sometimes attend to a skill “in process” by not rushing to do that skill for them!

Inappropriate Expectations

When visiting the preschool classroom, you should not expect to see:

- ✓ Silent classrooms
- ✓ Children required to stay with one activity or to sit for long periods of time
- ✓ Repetitious workbooks or worksheet pages without curriculum based planning

- ✓ Adults directing all of the choices all of the time
- ✓ All children demonstrating the same abilities, knowledge, and skills
- ✓ Children automatically knowing how to share, take turns, or wait
- ✓ Immediate compliance by children in all situations
- ✓ Children doing the same activity at the same time – without consideration for individual differences.

Preschool Behavior Plan

Fulton Preschool Staff shall use developmentally appropriate and positive methods of discipline that encourage self-control, self-direction, self-esteem and cooperation. Staff will make the children aware of their behavioral expectations and use positive reinforcement to encourage desired behaviors. Staff will provide the student with acceptable choices to correct unacceptable behaviors. All behavioral concerns will be gently “molded” within the preschool classroom.

Children, who have become difficult to a point where they are harming or about to do harm to themselves or others, may be removed from the situation to another location within the room for a short period of time. That time period is roughly equivalent to one minute for each year of age of the child. At no time will a child be denied meals, snacks, rest, or necessary toilet usage.

In the event of continuing or escalating misbehaviors, a conference involving the parent, teacher, and early childhood Coordinator will be scheduled.

Child Discipline Policy

Positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation shall be used. All of the following means of punishment shall be prohibited:

- ✗ Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- ✗ Placing any substances in a child’s mouth – including but not limited to, soap, hot sauce, etc.
- ✗ Restricting a child’s movement by binding or tying him or her.
- ✗ Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- ✗ Depriving a child of meals, snacks, rest, or necessary toilet use.
- ✗ Excluding a child from outdoor play or other gross motor activities.
- ✗ Excluding a child from daily learning experiences.
- ✗ Confining a child in an enclosed area, such as a closet, locked room, box, or similar enclosure.
- ✗ Time out must not be used for children under 3 years of age.

Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child’s development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by those listed above.

Disciplinary Policy Guidance

Our preschool uses a positive and proactive approach to helping all children develop social and emotional skills. We are implementing a program-wide approach – the Pyramid Model – to ensure that all teachers and staff use effective teaching practices that promote the social and emotional competence of all children and provide more individualized interventions to children who need additional instruction

or behavior support. Our program-wide approach is guided by a leadership team that uses data for decision-making, provided training and support to teachers, and fosters partnerships with families.

As such, we have established the following program-wide expectations for all children and adults:

-  We Are Safe
-  We Are Respectful
-  We Are Responsible

All staff members teach all children about these expectations and link classroom rules to these core values. The expectations can also be taught at home and link to the rules that you might have for your child at home and in the community. We find that when we are on the same page with our expectations, children are more able to understand and meet those expectations.

Our staff members use only positive methods of child guidance including natural and logical consequences, redirection, anticipation of and elimination of potential problems, and the encouragement of cooperative behavior. Staff members are prohibited from using corporal punishment or humiliating, threatening frightening or shame-based disciplinary techniques. All staff members receive training in developmentally appropriate and child guidance procedures and are monitored on their implementation of those practices.

If children have behavior challenges that are a concern, we will contact the family so that we can work together to develop and implement a plan for teaching the child social and emotional skills and reduce the behavior challenges. We also encourage families to ask us their questions about appropriate child guidance techniques and seek our assistance if they have concerns about the child's social, emotional, or behavioral development.

If children engage in behavior that is harmful to themselves or to others, the staff might remove the child from the activity or room until the child is calm and able to return to the classroom. If the behavior incident is dangerous or might be physically harmful, we will seek to conference with the family immediately with the goal of developing an effective approach to support the child. For some children, an evaluation, consultation with professionals outside the program, or additional services might be needed to ensure the child can be successfully supported in the program.

Conscious Discipline

Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices.

Conscious Discipline has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. Conscious Discipline is a way of organizing schools and classrooms around the concept of a School Family. Each member of the family both adult and child, learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. Conscious Discipline empowers teachers and other adults with the Seven Powers for Self-Control.

Child Abuse, Neglect, and Mandated Reporting

Children have a fundamental right of protection from physical, emotional and / or sexual abuse. As school personnel, our staff members have a clear, legal obligation to report potential or suspected abuse. All staff within our preschool must immediately report any suspected child abuse to Children's Protective Services (CPS) through the newly established centralized intake unit. The centralized intake

unit accepts and processes reports of alleged abuse and neglect 24 hours a day, seven days a week, throughout the year. All of our staff will make such written or digital reports to newmibridges.gov within 72 hours in addition to the immediate verbal report. All Fulton Preschool staff shall adhere to the procedures outlined for a Mandated Reporter.

Ages and Stages Questionnaire

Children are enrolled into the Fulton Great Start Preschool Program according to need, including those with disabilities. Within 45 calendar days of entering our programs, teaching staff and parents will complete an Ages and Stages Questionnaire (ASQ) on each child. ASQ is a trusted screener that unlocks critical knowledge about young children's development and helps give all kids the best start in life. ASQ provided reliable, accurate developmental and social-emotional screening for children birth to age 6. Drawing on parents' expert knowledge, ASQ has been specifically designated to pinpoint developmental progress and catch delays in young children- paving the way for meaningful next steps in learning, intervention, or monitoring.

***Note:** Speech screenings are also provided upon request of the parent and / or teacher.*

Special Needs Information

Children may require special help to achieve their full potential. The Early Childhood Specialists working with Disabilities and Mental Health will assist in planning for these children. If your child has special needs of any kind, the Specialists will be working with you and your child's teacher to ensure that individual needs are being met. All children in the Fulton Preschool program are educated in a least restrictive environment.

Referral Policy

We believe that home and school together form a positive support system for the growing child. Parents are always kept informed of their child's progress. GSRP will provide referrals to those students and/or families whom it is determined either through observation, assessment, conversations or requests that additional services are needed. These services may include but are not limited to... speech, occupational therapy, physical therapy, social work, psychologist, health and well-being. Written documentation of meetings and service plans will be maintained and reviewed. Classroom teachers will partner with support staff to create an inclusive and supportive environment.

Inclusion

Pirate Preschool welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach their full potential. Provisions for any modifications and accommodations necessary for children will be provided to the best of the program's ability. The safety and well-being of all children will be considered at all times

Parent Notice of Program Measurement

All GSRP classrooms are required to work with the Michigan Department of Education (MDE) to measure the effect of Great Start Readiness Programs (GSRP). Info 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, and numbers, etc.
- ✓ Ask teachers how children are learning and growing.

Note: 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.

School and Classroom News

A classroom newsletter will be sent home on a regular basis. These newsletters will contain information about current units, songs students have learned, curriculum, and upcoming dates to remember. A schoolwide newsletter is sent home weekly with students to help keep parents informed of school events and important upcoming dates.

With more people using texting and email to communicate, it is helpful to have parent(s) provide us with their most “frequently monitored” email address as well as a phone number they use to receive text messages. It is a quick and convenient way to touch base and communicate important notices, to validate intentions about participation in field trips, scheduling parent-teacher conferences and home visits. Our local and state early childhood advocates also communicate newsletters through emails that will be forwarded to you as well. You are encouraged to provide any multiple household email addresses (your second email address, spouses address, guardians) as well.

Intra-School Communications

Clubs, organizations, teams, etc. wishing to get notes or messages to elementary students should submit such to the office for approval prior to distribution. Planning in advance should provide for an adequate time frame that would allow for communication to be put into teacher mailboxes for distribution to students. This will help eliminate unnecessary classroom interruptions.

Preschool Operations Schedule

Preschool hours of operation are from 7:45a to 2:45p. No students are allowed to enter the building before 7:45a. Preschool staff may be working with other elementary responsibilities, or preparing materials for our classroom. When you pick up your student at the end of the day, you will usually find us outside – weather permitting. Do not leave with your child without letting one of the preschool staff know. If we are not outside, we will be out right around 2:45p to ensure children get safely on their bus.

Visitors, Volunteers, and Screening Policy

All visitors must report to the office prior to entering the classroom. Must have a Volunteer Release form on file in order to volunteer.

All staff and volunteers of our preschool – including parents who volunteer – must adhere to the following screening methods:

- ✓ All employees and unsupervised volunteers must complete a Comprehensive Background Check.
- ✓ Volunteers must complete a Michigan Internet Criminal History Access Tool (ICHAT).
- ✓ To insure your child's safety, a criminal history information clearance form is signed by all of our preschool staff.

All volunteers must have a signed and dated statement on file prior to volunteering in the classroom. All volunteers working with children will be supervised at all times during the day.

Family Involvement

The family involvement component is based on the belief that the best environment for children exists where there is close family-school interaction. We aim to support parents in their essential role and help them feel welcome. We will meet children's needs by building good strong relationships with parents / guardians and making sure that the sharing of information is an ongoing two-way process. We will:

- ✓ Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children.
- ✓ Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff (2 yearly conferences).
- ✓ Ensure that all parents have opportunities to contribute their own skills, knowledge, and interests to the activities in the classroom. We actively encourage parental involvement with our curriculum.
- ✓ Take into account parents who need to work, looking at ways to involve them in activities.
- ✓ Work closely with families, respecting and understanding their culture, background, and family composition.

We encourage parents to be active partners in their child's learning! There are a number of ways you might choose to be involved – including but not limited to... volunteering for special classroom activities (baking, field trips, celebrations, etc); sharing your special talents with the class; sending in a craft for the students to do; be part of the GSRP Parent Advisory Committee, etc.

GSRP Parent Advisory Committee: This is a committee designed specifically for parents of the Great Start Readiness Program. Together with the teachers, parents are encouraged to plan activities, events, field trips, and curriculum. We encourage your participation.

Great Start Collaborative: Parents can also participate in the Gratiot/Isabella group organized to work together with families and communities to identify needs, maintain resources and creatively seek solutions to existing gaps for families with young children. This Collaborative consists of parents, community members, volunteers and social service agencies.

Field Trips

Field trips are a planned part of the curriculum. Field trips will be announced through school newsletters. Parent participation on field trips is encouraged. A "field trip" permission slip must be signed and returned before your child will be allowed to attend. It is a state law that every student riding a school bus must be 4 years old at the time of the transport. If you are a parent of a (presently 3-year-old) preschooler, you will need to transport or find transportation for your student. We hope that all of

our students can participate in the field trips. We apologize for this inconvenience and sincerely thank you in advance for your understanding.

***Note:** All parents and guests must have a criminal record clearance form (I-chat) on file before they can attend a field trip. These consent forms are required to be done each year. If you have done this for an older elementary student, you do not need to repeat this process. Please be sure you have done this well in advance of planned activities if you wish to participate. If you are unsure if you have one on file, you may inquire at the Elementary office. You may pick up this form in the school office.*

Outside Time / Weather Policy

Outdoor playtime is an important part of our preschool program. Children in our program are scheduled to be active in outdoor play for a total of one hour. We will have outdoor playtime unless it is raining or the wind chill factor is so severe that it would endanger the children. Please be sure your child dresses appropriately according to weather conditions. Students are expected to go outside for recess.

Exceptions will be considered only if written notice is received from parents explaining extenuating circumstances as to why their child is in school, but should not go outside for play. You are welcome to send in a set of outside gear to leave in your child's cubby.

Please be sure that all your clothes (winter coats, boots, mittens, hats, and extra clothes kept in their locker, including lunch boxes) are labeled with your student's name or initials.

Classrooms will follow the weather policy and will not go outside if temperature is below 0 degrees or Windchill is below 10 degrees. Please send your child to school with the appropriate seasonal outdoor clothing (coats, hat, mittens, snow pants, boots, etc.). Your child will be going outside in light rain, snow, sleet, and wind so please plan accordingly.

The State of Michigan "Family Independence Agency" states that:

- ✓ Playing outdoors in cold weather does not cause illness in children. Colds, flu and illness are caused by viruses and bacteria. Children confined in warm, stuffy rooms with several other children have greater exposure to germs causing sickness. Frequent exposure to fresh air, exercise, and sunshine increases a child's general fitness and resistance to infections.
- ✓ During active play outdoors, the viruses and bacteria are dispersed into a larger, more mobile air space – decreasing the risk of spreading to others.
- ✓ Physical activity actually increases the air exchange in children's lungs and improves blood flow through the body giving germs shorter contact with respiratory surfaces.

Rest / Quiet Time

Our classroom will be resting in the afternoon for a period of one hour. As each child has different resting needs, the individual needs of children will be attended to during this time frame.

Children will slowly transition into the rest period by retrieving their personal blankets, pillows or other comfort items (limit two please), and by assisting in the setup of mats while soft music is playing in the background. Children that are not willing to assume complete rest disposition will be given a book or other manipulative at their mat location, and will get occasional adult interaction to promote the comfort level and feelings of security. To aid in the rest transition, adults will move in an unhurried pace, speaking with soft and gentle tones, while carrying on comforting conversations. When all transitions are near complete, the lights will dim to a low light environment to promote a resting mind-set.

After one hour of rest, children will be awakened gently. Staff will slowly increase light, turn on the music, open window shades, and circulate the room with gentle touch and conversation. As the first children get up, they will be encouraged to put away their blankets, offered to assist with mats, and/or move to a table for a snack or to interact with a table activity. Children may choose a manipulative to work with at the table while the rest of the children are awakened.

Student Dress

Students are expected to dress neatly in clothing suitable for school activities. The clothing worn to school is the responsibility of the parent. Parents should consider that students frequently sit on the floors, fall or slide on grass and dirt on the playground, and will be involved in various potentially messy art projects. Of note, we do use washable paints and require smocks in the art area... however, the children may still get messy engaging in our activities.

Students should dress appropriately for the weather, wearing warm clothes when it is cold and wearing boots when it is wet. Layering clothes during colder weather is usually a good idea to allow the children to add or take off a layer. Shoes are to be worn at all times.

Be sure to mark all clothing, coats, hats, boots, mittens, snow pants, shoes, backpacks and personal items brought to school so that they can be returned.

Please provide your child with a spare set of clothing to keep at school in their locker. This includes a shirt, pants, socks and underwear. Occasionally, preschoolers can have accidents that require them to have clean clothes to change into. Please remember to label all of these items with your child's name. Send these items in a labeled plastic zip lock or grocery bag as soon as possible so that we have them on hand. If an accident occurs, we will send the dirty clothes home and you may send a clean set the next day your child comes to school.

Also, please remember to send a pair of shoes or slippers to school with your child when he / she wears boots in the winter. These may be kept at school if you wish. A lot of younger children seem to enjoy wearing slippers in the classroom. Your child will be more comfortable than if they were wearing hot bulky boots all day. Extra clothes will be kept in your child's designated locker!

Breakfast, Lunch, and Afternoon Snack

Fulton Schools provides breakfast for all children. During breakfast children will sit at a table to eat the provided breakfast. If they choose not to eat, they will engage in casual conversation with their peers as well as adults.

Fulton Schools will provide lunches for children to eat "in their classroom" family style with their teachers. They will be provided with utensils necessary to independently serve themselves and place food on their tray. This lunch is built into the curriculum in a developmental sense. We will be discussing various topics like behavior, manners, table ethics, yesterday's events, and others. Most importantly, lunch fosters the social developmental domain. It sets children in a close proximity to each other to encourage listening, talking, and interacting with each other while learning important communication skills. They will be learning and not even know it!

Fulton Schools will also provide an afternoon snack as your children complete restime in the afternoon.

Note: It is imperative that you share with us any known food allergies! See below.

Food Allergies

Please inform your child's teacher of any food allergies your child may have. We will be serving your child breakfast, lunch and a snack in the classroom and it is extremely important that we have this information. We will take special care to ensure that your child has an alternative food if we are serving something your child is allergic to. Please remember to let us know if your child has extreme sensitivity to any food even if they do not eat it themselves, for example if they touch it or another child is eating it nearby (i.e. nuts). It is a state requirement that we post awareness of any such allergies in the room.

Our preschool will comply with Rule 400.8330 (3) to ensure children with special dietary needs receive meals/snacks in accordance with the child's needs. MDE requires you fill out a request form for special dietary needs accommodations. [CLICK HERE](#) to access the link to the form.

School Pictures and Digital Images

Individual pictures of all students will be taken in the Fall. These pictures are available for purchase but there is no obligation to do so. It is common practice for the Fulton Schools to release student pictures to the newspaper, our own newsletter, and our webpage for recognition for various accomplishments. Photo consent forms need to be completed and signed for each student.

Kindergarten Screening and Round-Up

Each spring prospective Kindergarten students go through Kindergarten "Round-Up". Student information needed to complete Kindergarten Round-Up includes... legal birth certificate, immunization records, and health appraisal forms. Hearing, vision, speech, and a readiness assessment will be given to each child at the round-up event. The round-up dates and location will be announced mid-winter.

Grievance Policy

If a parent has a concern about their child, the classroom, or our program, the concern should be discussed with the teaching team. If a solution is not agreed upon, the parents should contact the Program Director. The Early Childhood Specialist (ECS) can become involved if concerns are not met satisfactorily. Also, parents are welcome to contact the ECS at the Midland County Educational Service Agency directly to discuss any program concerns. The reported phone number is (989) 631-5892.



Classroom Curriculum

Fulton preschool program implements the research-based, active learning HighScope curriculum. “Curriculum” encompasses the full range of the child’s experience at school. The HighScope curriculum is comprehensive and child-focused, with an appropriate balance of child-initiated activities and adult-guided active learning.

Throughout each classroom session, highly-qualified teachers intentionally interact with children to build on their understanding and enhance learning. Play and peer-to-peer interaction are vital to provide children with opportunities to engage in abstract thinking, develop self-regulation skills, problem-solving, and oral language skills.

The HighScope curriculum is backed by 50 years of research and enhances school readiness by promoting independence, creative thinking, decision making, and problem solving. The cornerstones of an effective HighScope classroom are active participatory learning, adult-child interaction, classroom learning environment and materials, daily routine, and ongoing, authentic child assessment. HighScope’s curriculum content areas are:

- | | |
|-----------------------------------|---|
| ✓ Approaches to Learning | ✓ Social and Emotional Development |
| ✓ Physical Health and Development | ✓ Language, Literacy, and Communication |
| ✓ Mathematics and Creative Arts | ✓ Science, Technology, and Social Studies |

Learning in these areas is guided by 58 Key Developmental Indicators (KDIs), which are observable child behaviors that reflect developing physical, emotional, social, and mental abilities. Teachers use intentional teaching methods to create active, engaging, and effective learning opportunities, supporting the development of the knowledge and skills identified by the KDIs.

The HighScope curriculum aligns with the Michigan Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK), ensuring horizontal alignment among early learning expectations and preschool program standards, practice and assessment, as well as ensuring vertical alignment within Michigan’s early childhood and education system and with kindergarten through twelfth grade standards. COR periods will be completed three times a year.

Parents as Teachers

Parent involvement is essential to the educational growth of a child. Parents will make a difference in their child’s educational experience if they: provide books for leisure reading; monitor television usage; limit after school activities; discuss school events and keep an open line of communication with their child and their teacher. Parents are welcome to visit their child’s classroom anytime during the day.



Great Start Readiness Program (GSRP) – Daily Schedule

-  **7:45-8:15a: Arrival 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.
-  **8:15-8:50a: Morning Large Group** – Children meet with all classes for music, movement and Pledge of Allegiance.
-  **8:50-9:05a: Eat Breakfast** – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.
-  **9:05-9:15a: Greeting Time / Message Board** – Children meet with teachers to discuss the events of the day. The child “leader” leads the class in various activities.
-  **9:15-9:30a: 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.
-  **9:30-9:40a: Planning Time** – 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, and singing, planning individually, in pairs, in small groups).
-  **9:40-10:40a: Work Time / Uninterrupted Play Time** – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work / Play Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.
-  **10:40-10:50a: Cleanup Time** – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children’s level of involvement and skill while supporting their learning.
-  **10:50-10:55a: Recall Time** – Gathered in small group settings, children choose Work / Play Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share... 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, etc. Adults are unhurried in their approach and may complete Recall Time with four or five children each day.
-  **10:55-11:05a: Interactive Read-Aloud** – In small groups, adults read engaging books aloud to children. Adults identify a literacy focus for each reading and carefully plan the read-aloud experience, selecting high-quality books representing a variety of genres. Adults use strategies designed to support and extend children’s learning, including engaging in multiple readings of the same book.
-  **11:05-11:15a: Bathroom / Wash Hands / Outside Preparation** – Staff assist children with getting ready to go outside, encouraging them to try first and encouraging them to keep on trying while adding assistance.
-  **11:15-11:50a: 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 children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.



11:50a – 12p: Interactive Read-Aloud – In small groups, adults read engaging books aloud to children. Adults identify a literacy focus for each reading and carefully plan the read-aloud experience, selecting high-quality books representing a variety of genres. Adults use strategies designed to support and extend children’s learning, including engaging in multiple readings of the same book.



12:00-12:30p: Bathroom / Wash Hands / Lunch Preparation – Family-style meals support children doing things for themselves... serving themselves, pouring beverages, distributing napkins, wiping up spills, etc. 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 of tables, and pushing in their own chairs.



12:30-12:45p: Clean Up / Bathroom / Rest Time Preparation – Adults and children work together to clean up from lunch, get out cots and go to the bathroom. Children are encouraged to clean their own space including disposal of leftovers, wiping of tables, and pushing in their own chairs.



12:45–1:45p: Quiet / Resting Time – Resting is a time for sleeping or quiet, solitary, on-your-own-mat play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.



1:45– 2p: Wake Up / Bathroom / Snack – As children wake up, adults and children work together to put away mats and set up for snack time. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.



1:45-2:05p: Table Games / Manipulatives / Music and Movement – Children will experience musical instruments, beat, and tempo as well as sing songs alongside children in the other preschool classes. Children will prepare to go outside.



2:05 – 2:45 Outside Time / Dismissal

Note: Times may vary depending on the classroom.

Great Start Readiness Program (GSRP) – Half-Day Schedule



7:45-8:05a: Arrival 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.



8:05-8:25a: 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.



8:25-8:35a: Planning Time – 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, and singing, planning individually, in pairs, in small groups).

-  **8:35 – 9:35a: Free Choice Play 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.
-  **9:35 – 9:45a: 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.
-  **9:45–9:50a: 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 – individual props such as puppets, telephones, periscopes, group games using a hula hoop, ball or spinner, re-enacting, 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.
-  **9:50-10:25a: Snack** – Family-style meals support children doing things for themselves... serving themselves, pouring beverages, distributing napkins, wiping up spills, etc. 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 of tables, and pushing in their own chairs.
-  **10:25-10:40a: Large-Group Time / Music and Movement / Gym** – 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.
-  **10:40-11a: 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.

The Reasons Behind Lesson-Planning

It may seem as though the children are engaged in a lot of play activities at preschool, but they are learning from everything that they participate in. Their work is their play. Here are some of the benefits of our activities. Oftentimes, the children are having such a good time that they don’t even realize that they are learning from the activities.

Circle Time (Large Group): When a child participates in circle time, he or she learns to listen, to sit still, and to understand the spoken word. Children learn their ideas have value to the other children in the group and to the teacher and other adults. Children learn to wait their turn when others are talking and to participate in turn taking. They learn to cooperate and be considerate.

Playing Instruments: When children play instruments, they learn the rhythms of music. They learn about fast, slow, loud, and soft. Children find another way to express themselves, as well as listening skills, auditory discrimination, and how to interpret and understand signals and cues.

Singing: When children sing songs, they learn the principles of music and rhythm. They learn vocabulary, and they improve memory and sequencing skills.

Dancing: When children dance, they learn balance and coordination. They become conscious of moods and rhythms of music and how to express themselves physically.

Reading: When children look at books and listen to stories, they learn that books are important and enjoyable. Reading is one of the most important indicators of future academic success. That is why it is imperative not only to introduce the children to books and stories, but also to try to foster a love for them. Children learn that print is written-down words. They learn that they can express their own ideas in print and create their own books. They learn that pictures also tell stories and that they can express themselves in the same way. They exercise their imaginations by creating their own stories. They learn to recognize certain words in print, and they experience positive self-esteem when they think that they can read. When they recognize words in print, children begin to use more complex thought and language patterns. Children learn that they can follow the development of thoughts and ideas in the plot of a story.

Gluing: When children use paste and glue to create a collage, they exercise imagination and creativity. They develop the concepts of shape, size, location, and design. Children learn about different textures and how to create patterns and designs. Children also learn how to distinguish patterns from backgrounds. This is an important pre-reading skill.

Cutting: When children use scissors, they learn to control the small muscles in their hands, while developing hand-eye coordination. They exercise their imaginations and creativity. The concepts of shape, size, color, and location are also learned. The use of child-safe scissors is promoted within our classroom environment. The proper role modeling and usage is encouraged to teach developmental and safety skills.

Painting: When children paint at an easel, they develop their imaginations and creativity, eye—hand coordination, relationships of space and size, and their understanding of the concepts of symmetry, balance, and design. Children feel that they can purposely create shapes, express their feelings and ideas, and that their ideas have value.

Drawing: When children scribble and draw, they learn how to hold a pencil or other drawing tool. They learn how to control the pressure on the drawing tool, and they improve eye-hand coordination. They exercise creativity and imagination. They learn about color, shape, size, and location. They learn that their ideas have value and that they can express themselves in drawing as well as in words when describing what they draw.

Clay Modeling: When children use dough or clay, they learn to see the shapes against the background of the table. They learn about shapes, sizes, length, and height. They see the negative space when cookie cutter shapes are taken away. Hand muscles are developed when the child squeezes and pounds the clay. Playing with clay-like products also learns Science concepts. For example, children learn that the quantity of something remains even when the shape changes. The list of concepts learned is endless.

Calendar: When the children are engaged in activities with the classroom calendar, they learn about days of the week, months of the year, what year it is, time passage, and other concepts related to the calendar.

Free Choice Work Time: When the children are allowed to choose the centers they would like to participate in, they learn decision-making skills. While engaged in the centers, the children learn about working with others, problem solving, social interactions, and sharing. The children must also think in advance to plan their center choices and manage their time if they wish to visit multiple centers.

Depending on the center choices the children make, they also develop fine and gross motor skills, math and reasoning, work on their literacy, investigative skills, and express themselves through creativity.

The available centers are: Housekeeping, Blocks, Writing Center, Art Center, Library, Sensory (Sand / Water / Other) Table, Computer & I-Pad Center, Discovery Center, Cognitive Table (Manipulative / Shelf Toys), and Snack Table. Some of the materials in the centers will be rotated daily, weekly, and monthly.

Multi-Culture and Diversity in the Learning Environment

This handbook serves as a reminder of the importance of individual differences. Gender, temperament, learning styles, native languages, special needs and culturally diverse backgrounds contribute to variability in the attainment of developmental milestones. The theory of differentiated instruction is an important educational strategy for young children. When teachers use information from developmental profiles, observations and information obtained from the family, they are able to:

- ✓ Create environments that meet individual needs;
- ✓ Provide varied materials for different skill levels so all learners can achieve success;
- ✓ Plan so time is flexible and individual children's needs are a priority;
- ✓ Offer learning experiences in a variety of group settings, large, small and individual;
- ✓ Screen and assess learning in multiple ways over time;
- ✓ Identify when there is an exception to the normal pattern of development; and
- ✓ Foster active, two-way communication with parents that develops partnerships and shared goals.

Materials in the classroom are developmentally appropriate, clean, safe, foster learning and are to reflect the home and community cultures and special needs of children in the program. Materials depict a wide range of non-stereotyped role models and cultures. The home and community cultures are used to choose materials included in the classroom. Materials reflect children's interests, parental hobbies, employment, and community traditions

Program Evaluation

An Early Childhood Specialist (ECS) evaluates the Fulton GSRP program three times per year. They utilize the Program Quality Assessment tool provided by the State of Michigan to properly evaluate the performance and efficiency of the classroom and staff. The ECS is employed through the Midland County Educational Service Agency.

Making Early Dismissal Requests

For the safety of our children, parents must first stop in the elementary office to be signed out before a child can be dismissed before regular dismissal time. Advance notice – such as a note to your child's teacher – will help us to speed up the dismissal.

Students will be released ONLY to their parents, guardian, or other individuals listed on their information card – unless school officials have a copy of a current court order on file specifying otherwise. Please be aware that, for the safety of our children, those picking up your child may be asked to provide identification.

Divorced / Separated Parents and Guardians

According to the Michigan Department of Child Day Care Licensing: "Until custody has been established by a court action, one parent may not limit the other from picking the child up from our

(preschool program) care.” The child information card that the enrolling parent signs states “persons other than parent...”

“It is not within our (preschool program) legal right to withhold a child from a parent; unless there has been court action which limits one parent’s right to the child.” Our school requests that a copy of a court’s order establishing custody be on file in order to prevent a non-custodial parent access to their child.

Birthday and Holiday Celebrations

We are excited to celebrate your child’s birthday in our classroom, if you so wish. Each child will receive a birthday crown to wear on their special day. Parents may elect to provide a birthday treat for the class. Some suggested treats are fruit cups, nutritional snack packs, or even a pencil or crayon bag! Your child’s snack day will be scheduled on or near their birthday.

Birthday invitations may be distributed to children in your child’s class. Please give the invitations to your child’s teacher so they can put them in the children’s backpack.

Holiday celebrations and classroom parties are typically celebrated for Halloween, Christmas, and Valentine’s Day. If you would prefer that your child not be involved in the class party, you may elect to keep them home on the designated party day.



Health Care Policies

The following are basic health protocols that our facility will follow at all times:

- ✓ All students and staff must wash their hands before handling food, eating, and after using the restroom.
- ✓ All staff receive blood borne pathogen training on an annual basis.
- ✓ When handling children's bodily fluids, staff are required to wear medical examination gloves and appropriately dispose of any contaminated materials.
- ✓ Toys and equipment are cleaned or sanitized on a regular rotation or as needed.
- ✓ Surfaces that are used for food service are cleaned and sanitized (with bleach solution) before and after eating.
- ✓ Children who become ill at preschool are kept away from the other children and parents are requested to pick them up immediately. When a child's temperature reaches 100 degrees, they will be sent home.
- ✓ Gratiot County Health Department is used as the resource for our health care plan.

A child's general health will be assessed daily upon arrival. If a child shows any sign of illness, they will be evaluated further and staff will determine if a parent needs to be called.

Children and Staff Handwashing

The hands of children and staff shall be thoroughly washed prior to starting the work day, handling food, before eating, after toileting and / or diapering, and after coughing into hands or blowing nose. Procedures for hand washing shall be posted in food preparation areas and toilet rooms according to child care center-licensing rules.

Our hand washing procedure is as follows:

- ✓ Use soap and warm running water. Soap suspends easily removable soil and microorganisms allowing them to be washed off.
- ✓ Rub hands together for approximately 10 seconds to work up lather.
- ✓ Scrub between fingers, knuckles, backs of hands, and nails.
- ✓ Rinse hands under warm running water. Running water is necessary to carry away debris and dirt.
- ✓ Use paper towels to thoroughly dry hands.
- ✓ Discard paper towels.

Coughing and Sneezing: Children are taught the proper way to cough/sneeze to avoid the spread of germs. Following are two ways to cover a cough or sneeze.

- ✓ Cough into a tissue and throw it away.
- ✓ Cough into your upper sleeve or elbow.

If you have a tissue, cough into the tissue, throw it away and wash your hands. If you don't have a tissue, then cough into a sleeve at the elbow. By using either of these methods you can reduce the spread of germs and help stop the spread of germs and infectious diseases.

Blood and Bodily Fluids

We have special policies to follow when a child has been bleeding or has any bodily fluids on their clothing. Of note, bodily fluids are vomit, diarrhea, and blood. Michigan law requires that a child that has bodily fluids on his / her clothing cannot be exposed to other children. The home will be contacted for a change of clothes, if one is not already in their backpack.

Our procedure for handling blood and bodily fluids is as follows:

Medical gloves are put on before contacting body fluids during care and all cleaning procedures, and appropriately dispose of any contaminated materials. Additionally, masks may be worn.

- ✓ Disposable gloves will be discarded after a single use in accordance with disposal procedures.
- ✓ Hands will be washed in soap and water after handling fluids and contaminated articles even though gloves are worn.
- ✓ Discard disposal items, including disposable gloves, paper towels, sanitary napkins / tampons, used bandages and dressings in a plastic trash container, which is kept, closed and is discarded daily.
- ✓ Disposable items should be used to handle body fluids whenever possible or practical.
- ✓ Paper towels should be used to pick up and discard any solid waste materials such as vomit, feces, etc.

Communicable Disease

Communicable disease control is an integral part of school health services. The school follows current public health practices and rules and regulations governing the control and prevention of communicable diseases your child contracts during the school year. Several examples include: chicken pox, measles, strep infections, pink eye, etc. Students missing school for a diagnosis of a communicable disease are required to bring a written explanation/ declaration of this absence. If your child becomes ill during school hours, we will notify you.

Head Check of Head Lice

If nits or lice are found, an attempt will be made to contact someone listed on the child information card. The contacted person will be advised to pick the child up from school and take them home. If contact cannot or will not pick the child up they will be isolated away from other children for the rest of the day.

Children may return to school when treated appropriately and all signs of lice and nits have been removed. **Children with nits or live lice will be sent home from school.** When a student returns to school after 24 hours, a parent / guardian must accompany the child to school for a check.

When nits or lice are found, parents of the entire class will be notified via notes sent home with students for everyone's safety. The infected student's name will not be disclosed.

Special Health Problems / Injuries

Please make the school aware of any health problems concerning your child. We will be happy to cooperate with you in arriving at the best method of aiding these students.

Medication Policy

Some children must take medication at school. It is the policy of Fulton Pirate Preschool that we do not administer medications unless needed for safety (an allergy / medical-related issue, etc) or behavioral purposes. In these instances, please speak with the Director for further instructions including completion of a Medication Form and instructions for storage and administration. Any medications taken at school – including prescribed, over-the-counter, ointments / lotions – must have a Medication Request and Authorization Form completed by the physician.

Administration procedures include:

- ✓ Medication should be brought to the school by the parent. DO NOT send medications in a child's backpack, lunch box or on their person.
- ✓ Medication must be in the original prescription bottle with the child's name on it and dosage directions.
- ✓ The medication will be kept in a locked cabinet/box.
- ✓ The teacher will administer the medication as directed and log the date, time, and dosage given on the medication log.
- ✓ The medication will be sent home at the end of the year or if a student withdraws from the program.

Controlling Infection and Universal Precautions

All staff members and employees have completed the bloodborne pathogens course. We will follow all of the universal precautions! Universal precautions shall be observed to prevent contact with blood and other potentially infectious materials. All body fluids shall be considered potentially infectious materials. Work surfaces shall be cleaned and appropriately decontaminated with an appropriate disinfectant.

When cleaning up vomit or feces, it is recommended that the surface or article be disinfected. A disinfecting solution can be made using water and non-scented chlorine bleach. The bleach solution should be left on the surface for 10-20 minutes and then rinsed with clean water. Cleaning and sanitizing toys, equipment, and surface areas of the rooms will be cleaned by the following procedure:

- ✓ Wipe and clean with soapy water with a water rinse.
- ✓ Use bleach water or district disinfectant and let the surface air dry.

When to Keep Your Child Home

Please keep your child home if they experience:

- ✓ Vomiting and / or diarrhea within the past 24 hours.
- ✓ Fever of 100 degrees or more-within the past 24 hours.
- ✓ Head Lice: We have a “no-nit” policy. Children are checked upon returning to the center and are allowed back in only when there are no nits present.
- ✓ Strep Throat, Scabies, Scarlet Fever, Conjunctivitis / Pink Eye, Meningitis and / or other communicable diseases: Ask your physician for his/her recommendation – but not less than 24 hours after beginning medication for treatment.

- ✓ Chicken Pox: After the sores have dried up; scabs are no longer oozing, etc..
- ✓ Colds, influenza and/or other viral infections: Ask your physician and/or use your best judgment.

Consider the following... Is your child feeling up to attending? Will his / her being there present any danger of spreading infection to others? Will their presence at school cause the illness to get worse?

Children who become ill at preschool are kept away from the other children and parents are requested to pick them up immediately. All caregivers will also be excluded from working with children based on the same criteria.

Health, Safety Incident, Accident, and Injury

In order to be admitted to the program, your child's immunization record must be on file. Within 30 days of entry into the program, the school physical form – signed by your child's physician – must also be on file to avoid exclusion from the program. Physicals must be updated every two years. The Program Director will notify parents if any of the following incidents / accidents with injuries occur while the child is in care.

INCIDENT... Child to child altercations; child hurting themselves, others or property; inappropriate interactions between children and / or children and staff.

- ✓ Child will be removed from the situation
- ✓ Child will have a place where they can take a breath, have a moment to compose themselves.
- ✓ Staff member will use Conscious Discipline techniques to help the child understand their feelings and how to control them.
- ✓ If the staff member feels the child needs more time the Program Director will add additional Seven Powers for Self-Control.
- ✓ Parent / Guardian contacted

INJURY... In the course of a day, a child may have a minor accident resulting in a bandage, cold pack and or soothing words. When this does occur, and is minor, the teacher will handle the situation and move on. When a more serious accident occurs, we will send home a note, text email or call parents informing them of what happened. At no time will any medicines or chemicals be used to treat injuries. In the event of a serious incident, or accident these steps will be followed:

- If necessary, 911 will be called.
- Basic first aid and comfort will be given to the child.
- Parent / Guardian contacted.

If we are unable to reach you, the next person listed on the Child Information Card will be called. An incident report will be placed in the child's file. If necessary, your child will be transported to the nearest emergency room, or hospital designated on the child Emergency Form. If a student requires transport, the Preschool Director or another member of our staff will accompany the child.

The Department of Licensing and Regulatory Affairs (LARA) / Child Care Licensing Division will be notified. A verbal report will be made to LARA within 24 hours of the occurrence of any of the following:

- ✓ A child is lost or left unsupervised.
- ✓ An incident involving an allegation of inappropriate contact.
- ✓ The death of a child in care.
- ✓ A fire at the center that requires the use of fire suppression equipment or results in loss of

- life or property.
- ✓ The school is evacuated for any reason.
- ✓ Notification by a parent that a child received medical treatment or was hospitalized for an injury, accident, or medical condition that occurred while the child was in care.

A written report will be submitted to LARA of the occurrences outlined above in a format provided by LARA within 72 hours of the verbal report to LARA. A copy of the report to be kept on file at the facility.

Drug / Smoke / Vape / Alcohol-Free School

All of Fulton Schools' buildings and grounds are drug, tobacco, vape, alcohol-free - no exceptions.

Emergency Safety Procedures – Fire and Tornado Drills

Fire and tornado drills are held at regular intervals as required by the State of Michigan and are an important safety precaution. It is essential that when the first signal is given that everyone follow the directions promptly and quickly.

If a Tornado Watch / Warning is in effect, school will be delayed until it is safe to transport students to school. In case of a **Tornado Watch** during the school day, administration will work with authorities to determine the best procedure. Arrangements should be made for a place to go in case students are sent home while parents are not there. Students will be taken immediately to safety zones within the building whenever there is a **Tornado Warning** in effect for the area. In the case of a tornado warning, procedures will be in place until the authorities declare the all clear.

Parents will be notified via phone call, text and or email if there is a change in the daily schedule due to an emergency situation.

Pest Management Plan

Fulton Preschool will provide an annual notification to parents or guardians informing them in advance of pesticide applications. For all applications, we will post notifications through a newsletter, a sign on the door, and via a sign in the yard.

Notification will contain information about the pesticide including... the target pest or purpose, the location and date of application, contact information at the center, and a toll-free number for the national pesticide info center recognized by the Michigan Department of Agriculture – (800) 858-7378.

Michigan Dept of Agriculture / Pesticide & Plant Management Division
PO Box 30017 / Lansing, MI 48909 / (800) 292-3939

Fulton Schools will not apply pesticides during school hours. We will also ensure that children do not use rooms where pesticides have been applied for a minimum of four hours after the application, or longer if required by the pesticide label use directions.

Licensing Notebook

Fulton Preschool maintains a licensing notebook that includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook includes all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

- ➡ Fulton Preschool maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.
- ➡ This notebook will be available to parents for review during regular business hours.
- ➡ Licensing inspection and special investigation reports from at least the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

Questions or Concerns

If you have any questions or concerns regarding anything about the program or your child, please feel free to contact Ms. Hauck. She is more than happy to help you with anything you may need. She will be at the school from 7:40a to 3:15p. You may reach her through the school office phone number at (989) 236-5130. Please leave a message and a phone number with the office secretary. The classroom staff may not be able to immediately answer a transferred phone call if they are interacting with children. Ms. Hauck can also be contacted through email... hauckl@fultonpirates.net.

Additional Resources

The following information may be helpful to families as they consider preschool and early childhood education options:

[Fulton Schools District Website](#)

[Regional Preschool Partnership](#)

[Fulton Township / Area Childcare](#)

[Child Advocacy 4C / Link For Families](#)

[GIRESD Great Start Collaborative](#)

[National Association for the Education of Young Children](#)

[Michigan Department of Education - GSRP](#)

[Pediatric & Family Health](#)

Mid-Michigan District Health Dept
151 Commerce Drive
Ithaca, MI, 48847
(989) 875-3681
www.mmdhd.org

EightCAP
525 N State Street – Suite #2
Alma, MI 18801
(616) 236-1027
Jenica Arntz, jenicaa@8cap.org

Mid-Michigan Medical Center
300 E Warwick Drive
Alma, MI 48801
(989) 463-1101

Carson City Hospital / Pediatric Adolescent Specialists
245 S Second Street
Carson City, MI 48811
(989) 584-3981

Department of Licensing and Regulatory Affairs
Child Care Licensing Division
Ottawa Building – 1st Floor
611 W Ottawa Street / P.O. Box 20664
Lansing, MI 48909
(517) 284-9730



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