

Wayland Union Schools

Little Wildcats Preschool Handbook 2025-2026



Wayland Union Schools
www.waylandunion.org

Baker Elementary
507 W. Sycamore St.
Wayland, MI 49348
(269) 792-9208

Dorr Elementary
4159 18th St.
Dorr, MI 49323
(616) 681-9637



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Welcome

Wayland Union Schools Little Wildcats Preschool Great Start Readiness Preschool Program

Welcome to Wayland Union Schools' Great Start Readiness Program (GSRP). We are excited to have your child in our program this year and look forward to getting to know your family. We strive to offer a high-quality early childhood experience in each of our classrooms located at Baker Elementary and Dorr Elementary.

GSRP is a grant-funded kindergarten readiness program that was established in 1985 and has been building on that strong foundation ever since. As a program, we are required by the State of Michigan to utilize an approved curriculum and child assessment tool. This allows us to adapt to the individual needs of every child in our program.

We believe the early years are some of the most important years of your child's growth and development. Our goal is to partner with you to support your child's development in several domains (social/emotional, physical, language, cognitive, literacy, math, science/tech, social studies, and the arts) . Most importantly, ensuring they are socially and emotionally ready for kindergarten.

We look forward to joining you as we work together in building a foundation for your child's future.

Sincerely,

WUS Little Wildcats,
Great Start Readiness Program Staff



2025-2026 4-Year-Old GSRP Programs

Baker Elementary
Great Start Readiness Preschool (GSRP) - 3 Classrooms
4-year-old 4 Days (M-TH) 9:00 am - 4:00 pm Limit of 19 students
Dorr Elementary
Great Start Readiness Preschool (GSRP) - 2 Classrooms
4-year-old 4 Days (M-TH) 8:50 am - 3:50 pm Limit of 20 students

Program Philosophy

Wayland Union Schools, Little Wildcats Preschool, believes every child is unique and learns best in a nurturing, child-centered environment that values play as a fundamental vehicle for exploration and discovery. We are committed to supporting the comprehensive growth of every child—cognitively, socially, emotionally, and physically—through developmentally appropriate practices aligned with the Michigan Great Start Readiness Program Implementation Manual. By fostering strong partnerships with families and the community, we create an inclusive atmosphere that embraces diversity and equity, ensuring that all children feel valued and respected. Through reflective practice and continuous improvement, we strive to cultivate a love of learning that prepares children for success in school and life.

Vision Statement: Ensure every learner, school, and community thrives.

Mission Statement: Support and engage in partnership with our districts and communities to serve all families and create and drive educational innovations.

Belief Statements:

- We believe that quality education requires strong, trusted community partnerships and community collaboration.
- We believe that ALL students should have access to quality education.
- We believe that education should provide the foundation for a rewarding life.
- We believe in being good stewards of the responsibilities we are entrusted with through leadership, education, and service.

Strategic Priorities:

- **Academics/Programs:** Develop, provide, and support relevant, high-quality, regionally coordinated educational programs that meet community needs and develop lifelong learners.
- **Culture/Learning Environment:** Support a quality learning environment and culture utilizing the whole child framework.
- **Personnel/Leadership:** Recruit, develop, and retain highly qualified, engaged, responsive employees.
- **Communications/Community Involvement:** Foster community partnerships and create awareness of Allegan Area ESA and its quality comprehensive programs and services.
- **Operations and Finance:** Establish long-term, stable funding that provides adequate resources for programs and services.

GREAT START READINESS PROGRAM GOALS FOR OUR CHILDREN

- To learn through active involvement with people, materials, events, and ideas.
- To become independent, responsible, and confident – ready for school and ready for life.
- To learn to plan many of their own activities, carry them out, and talk to others about what they have done and what they have learned.
- To design activities so that concepts and skills are appropriately presented by utilizing a variety of methods and techniques.
- To gain knowledge and skills in important academic, social, and physical areas.
- To provide safe, dependable, quality care for children.
- To enhance children's feelings of comfort and security.
- To provide a variety of activities designed to enhance the physical, intellectual, emotional and social development.
- To recognize and encourage development of individual interests.
- To provide a relaxed environment where children feel welcome.
- To provide individualized instruction and small group activities rather than requiring children to move as a group from one learning objective to the next.

**Based on Early Childhood Standards of Quality by the State of Michigan Board of Education*



Enrollment Process

Apply Online

GSRP funding is provided through a grant from the State of Michigan and distributed by the Allegan Area Education Service Agency (Allegan Area ESA). To be eligible for the program, a child must be **(4) years old** on or before December 1 of the preschool program year and meet income eligibility. GSRP is a free preschool program for eligible families.

Enrollment for GSRP will be prioritized by income as well as consideration of other eligibility factors. Eligibility and placement are determined by using the **PreK for All** prioritization guidelines. GSRP works in cooperation with Community Action of Allegan County Head Start and community partners to ensure accurate placement of families based on need and available services.

Families may apply anytime online through the Help Me Grow application at [Help Me Grow Allegan](#)

Step 1: Complete the Allegan Area Preschool Application

Step 2:

New Families: Within 5-7 business days, receive an email to complete the Wayland Union Schools Online Registration process and provide required documents.

Returning families: skip this step.

Step 3: Within 5-7 days, receive a confirmation email with instructions to submit additional GSRP paperwork.

Step 4: Within 5-7 business days of receiving completed paperwork, WUS will contact you through email to indicate whether or not your child has received a spot on a class roster or on a waitlist.

Eligibility is determined from the lowest income to the highest income. Children above 400% Federal Poverty Level (FPL) and having additional risk factors will be considered for enrollment after May 1st, according to the established Prioritization Timeline. Families seeking an age waiver will be considered after August 1st. An age waiver is for children whose family feels their child is ready for a full-day preschool experience, and the child will be turning 4 between September 2 and December 1 of the school year. [Click here](#) to review the income guidelines.

The parent/guardian must complete all of the following **before** the child may begin attending the program. **Most of which is done during the enrollment process and at your child's home visit.**

Before the child can be placed on a classroom roster, the following must be submitted:

- A copy of the child's birth certificate or other appropriate documentation must be presented at the time of application.
- A completed Health Appraisal from your child's 4-year well-child exam must be presented **before** the first day of school.
- A copy of the child's updated immunization record must be presented **before** the first day of school. Children will not be permitted to start until the health appraisal and immunizations have been turned in.
 - Immunization waivers must be obtained from the Allegan County Health Department if parents choose not to immunize their child.
- Proof of income, which may include:
 - Tax return (preferred)
 - Paycheck stubs
 - W-2 Form
 - Written statement from employer(s)
 - Signed Income Verification Form or local equivalent

After enrollment, additional documentation may be required:

- Child Information Card (emergency card): Must be presented on or before the first day of class; all lines of the card must contain information. At least 3 emergency contacts must be listed, other than parents or guardians.
- Parent's signature that a Parent Handbook has been received
- Local District Free and Reduced Meal Family Application
- District bus form (if applicable)
- Photo & Video Release Form
- Concussion Awareness Form
- Mandated Reporter Statement
- Age waiver form (if applicable)
- Head Start waiver (if applicable)
- Transportation and Field Trip Form Permissions

No new enrollments are processed after March 1 of the program year.

Contact the Early Childhood Coordinator at 269-792-9208 EXT 3184 with any questions you encounter with the application process.

Attendance

Research shows that regular attendance may be one of the biggest influencing factors on school success.

Regular attendance (arriving on time and attending each day) is encouraged and expected for all children. It is the family's responsibility to contact their child's teacher before the start of school if their child will be absent.

Our staff is committed to having all children in school all day, every day. Teachers will use many strategies to encourage attendance and to follow up with families when attendance becomes irregular. If regular attendance does not occur, a child may be exited from the program.

- Staff will call 30 minutes after the start of the day if your child is not at school.
 - If attendance is irregular and the family does not contact the school, a conference will be held to discuss any challenges that may prevent the child from attending. (This includes consistent tardiness and late pick-up)
-

Withdrawal/Exit

If a parent/guardian wishes to withdraw a child from the program, the teacher must be notified in writing, along with the GSRP exit form, which can be obtained from the classroom teacher.

Please try to inform your child's teacher in advance of the last day. This helps us to ensure a smooth transition for your child and to gather any items and work that should be sent home. Once a child has exited from the program, their place may be given to a child from the waiting list. Any family wishing to return after exit must complete the application again and will be added to the waitlist, if applicable.

While our goal is to ensure every child can participate in GSRP, there are a handful of reasons Wayland Union Schools may need to exit a child:

- Failure to provide the required registration documentation listed above.
- The Director/Family together determines that GSRP is not the best placement for the child, and a better placement is found.
- Failure to follow school policies per the GSRP Parent Handbook.

- If a child misses two consecutive weeks of school, unrelated to illness, s/he may be dropped from the program. The spot will be given to the next child on the waitlist if a reasonable solution cannot be found.
- Inconsistent attendance with monthly attendance less than 50% may result in a drop from the program.
- Consistently picking up or dropping your child off late for class.
- If attendance becomes an issue, the Teachers will hold a conference with the Parents/Guardians to facilitate a plan that will work for all parties. Failure to comply with the plan after the conference will result in dismissal from the program.
- If a parent/guardian verbally abuses or physically harms another child, another parent/guardian, or a staff member

Children will not be excluded because of the need for additional medical or behavioral support, assistance with toileting, or other issues that can be supported through professional development of staff, providing resources to and through partnerships with families, changes in the learning environment or daily routine, etc.

Exclusion due to contagious illness: a child may be excluded from the program until a doctor permits them to return to school.

Exclusion due to immunization status: A child may be excluded from the program without an immunization record, medical waiver, or certified non-medical waiver on file. Families will have two weeks to provide documentation, including a student in a dose waiting period.

All families will be notified in writing of termination and will have the opportunity to appeal to teaching and/or administrative staff.

Program Curriculum, Daily Schedule, Assessments, and Behavior Support

Preschool plays an important role in a young child's growth and development. Children learn socialization skills that are so important for future peer relationships. They learn there is more than just "me" and that others have needs and feelings too. Children learn to share their toys, their space, their thoughts, and their love. They learn rules and limits in relation to their surroundings. Research indicates that children exposed to early intervention related to reading have success as they progress throughout the educational process. Our Preschool programs offer this through experiences in alphabetic

knowledge, print awareness, book knowledge, phonemic awareness, oral language and vocabulary, written expression, comprehension, and reading motivation. Our teachers introduce alphabet letters using the same tactile approach as used in Young Fives and Kindergarten. Children learn that letters are in their names and will begin to write their names. Children learn about numbers and counting, they learn to cut, paste, and paint. Children will have the opportunity to develop these skills and many more.

Daily Activities - Daily sessions follow a routine that becomes very familiar to the children. In general, each session will have large group/circle time, centers/stations, free-choice play, snack time, small group activities, rest time, lunch, outdoor recess, and/or gym time. Students will focus on all areas of development: communication, fine/gross motor, social-emotional, cognitive, and problem-solving.

- **Rest Time:** Programs that operate 5 hours must have quiet/rest time per child care licensing rules. Rest time will be at least 45 minutes and no longer than one hour, while accommodating the individual needs of children. Quiet activities will be provided for children who do not sleep after 20 minutes of rest. Children may bring their own blanket and stuffed animal to assist them in resting.

Children use rest mats provided by the program. Due to health and safety recommendations and requirements, mats will be cleaned off with the three-step sanitizing process after each use in accordance with child care licensing rules.

Curriculum: Little Wildcats Preschool is committed to fostering a learning environment that meets the needs of every student, both individually and in a group setting. We utilize a curriculum and supplemental materials that promote play, exploration, and socialization as important parts of the learning process. While the children are playing and exploring, we will be working on shapes, colors, numbers, number relationships, social skills, name recognition, letter formation, pre-reading, pre-writing, etc. Preschool is an important opportunity for your child to develop positive attitudes about school. The following areas are addressed in the Curriculum:

GSRP utilizes the following programs for screening, instruction, and ongoing assessment.

- **ASQ (Ages and Stages Questionnaires):** A Developmental screening tool designed to assess the developmental progress of children from birth to age 5. Consisting of a series of questionnaires that parents and/or caregivers can complete to identify children's strengths and areas where additional support may be needed.
- **Creative Curriculum:** Developmentally appropriate curriculum that emphasizes adult-child interactions in a carefully designed learning environment that is play-based and strengthens initiative and self-reliance in children.
- **Teaching Strategies- GOLD:** Ongoing child assessment that provides educators with a framework to observe and document children's progress across key developmental areas, including social-emotional, physical, cognitive, and language skills. This framework helps teachers to tailor instruction to meet each child's unique needs and interests by fostering a personalized learning experience.

The creative curriculum is aligned with the Michigan Department of Education Early Childhood Standards and utilizes a system of studies based on topics typically of interest to preschool-age children. Through these studies, children learn about their world, and teaching staff are able to assess children's knowledge and growth in the content areas below.

More information is available at <https://teachingstrategies.com/>

Evaluation Of Students:

- **Ongoing Assessments, Teaching Strategies GOLD:** Each child is assessed on their individual strengths through teacher observation. Daily anecdotal notes based on child observations will be recorded and used to score the child in the online TS Gold assessment tool. Teachers will create a child development report at least three times each year to share with families at the conferences and final home visits.
 - TS Gold recognizes that children may show differing skills and/or abilities at home and at school. If you notice your child completing activities provided by the school, please share it with your teacher so we can include it in your child's portfolio!
- **Screenings and Assessments for GSRP** - Each GSRP student will be screened in all areas of development to monitor individual developmental levels and needs. Prior to the first home visit, families will be asked to complete the Ages and Stages Questionnaire-3 (ASQ) and ASQ -Social Emotional. This will help guide our first home visit and set goals for your child's time in preschool. If a child has suspected delays, parents will be notified, and the team will work together to make provisions for the appropriate supports. Parents will be notified of any special education evaluation completed, and will be a part of creating the plan as deemed necessary.
- **Referrals and Support Services** - If your child has previously been enrolled with Early On or Early Childhood Special Education, please be sure to share with your child's teaching team. This information is helpful in meeting the needs of every child in our classroom.
 - Referrals for child and family needs may be submitted as we strive to meet the individual needs of all children in the program. If at any time there is a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed.
 - In case of a suspected disability (including moderate developmental delays or concerns), parents or teachers may request an evaluation. This may include, but is not limited to, submitting a Build Up Michigan referral. Upon placing the referral, the local school district will communicate with the family about the next steps and support.
 - Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Plan (IEP), a meeting will be scheduled with the parents and other personnel involved. Any additional services to be provided and who will provide such services will be determined at this meeting. Most of the time, these services are provided by Wayland Union staff. Your child's teacher, administrator,

and the school district team will work together throughout the year to ensure that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.

Discipline Procedure: Wayland Union Schools is committed to creating a nurturing educational environment that minimizes the need for disciplinary actions. A comprehensive policy that outlines the procedures and practices staff will follow to support children exhibiting challenging behaviors and to engage families in the process can be found here: [Little Wildcats Preschool Discipline Policy](#)

There are times in the classroom when children will need to adjust their behavior to ensure a happy and safe environment for all children. The staff will use developmentally appropriate positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation. By using positive methods of discipline, the children have a chance for growth and learning new skills for life. When a child is behaving inappropriately, the teacher will:

- Ask the child to stop the behavior and explain (briefly) why the behavior must cease. Ask the Capturing Kids Hearts four questions (What are you doing? What should you be doing? Are you doing it? What are you going to do about it?)
- Remind the child to use “green choices” and redirect the child
- If the behavior continues in excess, the teacher will use “red choice” on the board but allow the child to regain the “green choice” if the behavior improves
- All students who receive green choices are given positive reinforcement
- If the behavior continues, the child might be asked to go to the calming area for 3-5 minutes.
- If persistent problems continue, a phone call may be placed at home, or a parent conference may be required to aid in resolving the problem.

Bullying Policy

It is our goal to provide a safe and nurturing educational environment for all our students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such behavior. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety, or personal degradation. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Meal Guidelines

Breakfast, lunch, and a snack are provided free of charge to all students attending the GSRP program.

Mealtime is an important time for children in the program to develop social skills and learn about nutrition. GSRP classrooms eat together, and the staff sit and share this experience with the children. The staff encourages children to talk with each other, use language to request items and describe foods, try new foods, learn what it feels like to be full, explore where food comes from, understand what constitutes healthy foods and choices, open containers/packages and take care and clean up their own items when they are done.

Accommodations will be made for children with most allergies or common dietary requirements. Families and teachers will work together to determine how to best meet these needs. If you would like to send food to school with our child, we have a separate form to complete. If the program cannot meet a child's requirements, the family will provide food similar to what is offered on the classroom menu.

We ask that families do not send in food unless there are special dietary requirements. Families are not allowed to send in food for their children simply because the child does not like the food served. If there are special dietary requirements, the family will need to complete a required form for this exception. Please consult with the teacher if you have any questions.

Children will either have access to water for drinks in their classroom or scheduled opportunities to get drinks from the school drinking fountain. Families are welcome to send a water bottle labeled with the child's name.

STAFF

Teaching Staff Credentials

Our GSRP Teaching Staff holds a variety of credentials in the field of Early Childhood. While we have various titles and some differences in responsibilities, when it comes to working with the children, all team members are Teachers! The children will likely not know the difference in roles, and we hope that you cannot see those differences either when it comes to sharing your hopes, dreams, and concerns with the teaching team.

Lead Teacher: Bachelor's or Master's Degree and current Michigan Teaching certificate with an Early Childhood Specialist (ZA) Endorsement or Bachelor's Degree in Child Development. Responsible for planning, supervising, and implementing the classroom program.

Associate Teacher: CDA, or Associate of Arts in Early Childhood/ Preschool Education, or Child Development, or one hundred twenty (120) clock hours of documented formal childcare education offered by approved training organizations and approved by **MiLEAP** Staff. Responsible for assisting in planning, supervising, and implementing the classroom program.

Third Teachers: High school diploma or equivalent and experience working with young children. Must complete required training to meet child care licensing requirements.

Wayland Union Schools reserves the right to hire staff on a compliance plan to complete the above requirements based on program requirements provided by **MiLEAP**.

Criminal History/Unprofessional Conduct

All staff complete a criminal history statement; this information is then sent to the Central Records Division of the Michigan Department of State Police. Information is sent to the Department of Human Services to check for any history of child abuse or neglect. Before employment, Wayland Union Schools performs a comprehensive FBI fingerprint check of all candidates as well as a LiveScan fingerprint check through an additional system.

Health

All staff working directly with children must have the following on file:

- Negative TB test
- Current CPR certification
- Current First Aid certification
- CPI certification



TRANSPORTATION/DROP OFF AND PICK UP

Drop Off and Pick Up

Do not drop your child off before school start times if you provide transportation. For safety reasons, please bring your child to the designated meeting place and sign your child in and out on the attendance log. You will have to initial and include a drop-off time and pick-up time. Children cannot be dropped off with older siblings (16 or under) or in front of the school building. Failure to comply with this policy could result in immediate dismissal from the GSRP program.

Our classrooms are housed in public school buildings, but school personnel are not responsible for our GSRP children. Only the GSRP teachers will be responsible for our students due to the State of Michigan Child Care Licensing requirements.

IMPORTANT - Your child cannot legally be released to anyone, for any reason, without prior written consent. The names of people who might pick up your child can be added to the Child Information Card at any time. Teachers will ask to see a picture ID, especially for the first couple of weeks of school, in order to pick up children. Adults 16 years of age and older, who have a photo ID and are on the Child Information Card, are the only people allowed to drop off or pick up students from school. Anyone under 16 will not be allowed to sign a child in or out of any of our GSRP classrooms.

- No children are permitted to walk home alone or with an older sibling.
- If your child is ill, they may not ride the bus at any time. At the end of the day, if your child is sick, a teacher will contact a family member for pickup. Please refer to the illness policy for further guidance.
- Children who enter or leave the program via the school bus will be signed in or out by a staff member.

Parents will be contacted when a child is not picked up within 5 minutes of dismissal. If, and when, after all attempts to reach parents have been exhausted and staff have waited at least 15 minutes, staff will begin calling the child's designated emergency contacts. If contact with parents and emergency contacts has been exhausted and no pickup can be arranged, staff are required to contact local Public Safety Officers.

A parent with sole custody must supply legal documentation of custody arrangements before requesting the exclusion of the non-custodial parent.

Bussing

Transportation, when possible, will be furnished to those who need it. Transportation is not guaranteed. If transportation is provided by the Public School for preschool children, in most cases, children may be picked up from their home. However, another pick-up and drop-off point may be needed due to the bus safety laws and scheduled stops, especially when located within the city. Michigan State Laws are very specific as to the length of time preschool-aged children can be on

the bus (60 consecutive min.), and the required distance between stops. If changes are made to the original pick-up or drop-off information, transportation may not be available. Additional transportation information and releases may be needed before school.

Parent Responsibility

To meet state law, parents/adults (over 16 years of age) are REQUIRED to accompany their child to the bus and physically help the child up the steps. Parents/adults (over 16 years of age) must meet the bus when the child returns home and physically help them off the bus. You can contact the GSRP Teaching Staff, the GSRP Supervisor, or the Director of Early Childhood Services with any questions or concerns about this policy.

Staff Responsibility

The program staff will meet the bus and physically help the children off the bus. At the end of the program day, staff will take the children to the bus and physically help them up the steps.

Bus Rules

Stay in your seat.

Have a quiet voice.

No touching other children.

Listen to and follow the directions given by the bus driver.

****If your child will be riding a bus, please discuss these safety rules with your child and talk about why they are important.****

Family and Community Partnerships

It takes a village to raise a child. Together, we will work as a team to provide the best education possible for your child. Please communicate with your child's teacher if you would like to be involved at home or at school, and accommodations can be made to honor that request. We are so excited to partner with you!

Besides volunteering, families are encouraged to share school experiences in other ways. Children who are successful in school have strong and positive interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked to positive child outcomes. We value parent involvement in a variety of ways, including sharing notes/or anecdotes of children's learning, partnering with parents to establish child development goals, and newsletters.

Communication is the key to successful parent involvement. The purpose of frequent and informal interactions is to strengthen the partnership between home and school, staff and parents should update one another about children's recent experiences and program activities by engaging in some of the activities below

GSRP Home Visits - Home visits are a time for the teacher to meet your child and share information about the preschool experience. Your child's teacher will also review the required documents and forms to ensure the enrollment process is complete. GSRP begins each school year with an initial visit to answer any questions the family may have and to help ease the transition into the classroom before the first day of class. The final home visit will be scheduled at the end of the school year.

A home visit ensures that the teachers are meeting the child in the most comfortable space for the child. Usually, children are very hesitant about meeting new people and being themselves in a new, unfamiliar space. We want to make sure that you and your child feel most comfortable when we meet for conferences and home visits

Frequent Communication - Parents are encouraged to touch base with the staff upon arrival or pick up, or via phone or email. Your child's teacher will also work to keep you informed on a regular basis.

Parent/ Teacher Conferences - Preschool conferences are held in the fall and spring. The conferences will be used to share the progress of your child. Please call the teacher for an additional conference if needed. It is important to keep good, open communication by phone, notes or email. By working together with your child's teacher, you are helping your child to become their own special person.

GSRP Early Childhood Advisory - The Allegan Area ESA Early Childhood Advisory meets regularly and is made up of families, local Family Coaches, childcare providers, local district school personnel, GSRP Teachers, and more. The advisory reviews early childhood within the community and provides feedback and input on how to better serve our children and families.

GSRP families are invited to participate in the advisory and will receive invitations throughout the year. If you are interested in joining the EC Advisory, please let your child's teacher know so you can receive a personal invitation

Wayland GSRP and Community Partnerships - The Allegan Area ESA Great Start Readiness Program partners with many agencies within the community, as well as other Allegan Area ESA Specialists and district staff, to support our GSRP Teaching Teams and the children and families served. There may be times when community partners come to our building to provide services such as coaching and consultation for staff, state-mandated hearing, dental, and vision screenings, head lice checks, and behavior support for students, etc. If you have questions about any of these screenings or services for your student, please contact a member of your child's teaching team. Please note that for any special education evaluations, written parent consent would be required prior to a formal evaluation.

Community Resources

- Emergency Medical Service: 911
 - Community Resources: 211
 - Allegan General Hospital: 1-269-673-8424
 - Holland Community Hospital: 1-616-392-5141
 - Mi-Child Insurance
 - Free health care for Pregnant women, babies, and children under 19
 - 1-888-988-6300
 - Allegan Co. Community Mental Health-On Point (Anxiety, divorce, depression)- 1-269-673-6617
 - Poison Control: 1-800-222-1222
 - Sylvia's Place – (domestic assault and abuse of women and children) 1-269-673-8700
 - Pathways Psych. Assoc. (Plainwell, MI) – 1-269-685-6365
 - Vision & Hearing Clinic – Free screening during Spring Break – 1st full week of April
 - Allegan County Health Dept. 1-269-673-5411
 - Allegan County Health Clinic – 3255 122ND Ave, Allegan, MI 49010 / 269-673-5411
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Healthcare Policies

It is the policy of the Wayland Preschool adult staff working with the preschoolers to wash their hands before eating and after restroom use, according to the state hand-washing policy. It is Wayland Preschool's policy for adult staff to wear vinyl gloves when handling student body fluids. WUS Preschools meet current state-mandated regulations when disposing of bodily fluids. This includes but is not limited to blood, vomit, mucous, saliva, and urine/feces. It is the policy of Wayland Preschools to disinfect the following on a daily/weekly basis:

- Restroom - daily
- Sinks, drinking fountains - daily
- Cots used for naps - daily
- All surfaces shared by children - weekly
- Toys - as needed

If a child's clothing is soiled, the clothing or items will be placed in a plastic bag and returned home. Protective gloves will be worn while handling items.

Medication Policy - R400.8152 Medication; administrative procedures. Rule 152

- Medication, prescription or nonprescription, must be given to a child by a childcare staff member only.
- A childcare staff member shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent.
- All medication must be in its original container, stored according to instructions, and clearly labeled for a named child, including all non-prescription topical medications described in sub-rule (8) of this rule.
- Prescription medication must have the pharmacy label indicating the physician's name, child's first and last name, instructions, name, and strength of the medication, and must be given according to those instructions.
- A childcare staff member shall keep all medication out of reach of children and shall return it to the child's parent or destroy it when the parent determines it is no longer needed or it has expired.
- A childcare staff member shall give or apply any prescription or nonprescription medication according to the directions on the original container unless otherwise authorized by a written order of the child's physician.
- A childcare staff member shall not add medication to a child's bottle, beverage, or food unless indicated on the prescription label.
- Topical non-prescription medication, including but not limited to diapering cream, triple antibiotic, sunscreen, and insect repellent, requires written parental authorization annually.
- A center shall maintain a record as to the time and the amount of medication given or applied, with the exception of medications described in sub-rule (8) of this rule, on a form provided by the department or a comparable substitute approved by the department. One form per medication is required. The signature of the childcare staff member administering the medication must be included.

Health/Immunization - Health forms are required and must be completed along with immunizations that are required for children ages 15 months through 4 years:

- 4 doses of DTP (Diphtheria, Tetanus, and Pertussis)
- 3 doses of Polio (OPV)
- 1 dose of MMR (Measles, Mumps, Rubella)
- Hib (Completed series or one dose given at or after 15 months of age)
- 3 doses of Hepatitis B are required before entrance
- Varicella (Chicken Pox) If the child has already had Chicken Pox, the parents must submit a doctor's note stating when the child had it.

Children who do not have the required immunizations will not be permitted to attend school until the parent provides proof that all required immunizations have been received. If you are waiving immunizations, you must provide a signed copy of the waiver by the health department.

Exclusion Policy for Staff, Volunteers, and Children Exclusion Policy for Children

Parents need to have a backup care plan when their child is ill. This may be a grandparent, friend, or neighbor who can care for the child if the parent needs to work but cannot bring the child to the center or home.

Possible reasons we can call a parent to pick up a child or to exclude a child from care:

1. **Fever** – A child has a temperature of 101 degrees F or greater AND behavioral changes or other signs or symptoms. The child should not return until 24 hours of no fever, without using fever-reducing medications.
2. **Diarrhea** – If a child has two loose or watery stools, even if there are no signs of illness. The child should have no loose or watery stools for 24 hours before returning to care. Exception: This may occasionally be caused by antibiotics or new foods a child has eaten, but call the parent to find out if this is the likely cause.
3. **Vomiting** – If the child has vomited two or more times. Exception: Some babies may burp/spit up following a feeding – this is not vomiting. A healthcare provider may also rule out an infectious cause.
4. **Rash** – If the child develops a rash and has a fever or a behavior change. Exclude until a physician has determined it is not a communicable disease. Note: Rapidly spreading bruising or small blood spots under the skin needs immediate medical attention.
5. **Crying and Complaining** – Any time a child is not his/herself, is lethargic, is complaining about discomfort, or is cranky and crying more than usual for that child. The child should not return until he/she is acting normally.

Exclusion Policy for Employees and Volunteers

Employees and volunteers are excluded when:

1. Diagnosed with a “Big Five” illness: Typhoid fever (*Salmonella Typhi*). Shigellosis (*Shigella* spp.). *Escherichia coli* O157:H7 infection (*E. coli* O157:H7). Hepatitis A (hepatitis A virus). Norovirus infection.
2. Jaundice has occurred within the last seven days.
3. Experiencing noro-like symptoms (vomiting and/or diarrhea). Note: employees and volunteers will stay home if ill with symptoms such as fever, cough, and sore throat.
4. The employee or volunteer can return to work:
 - a. When diagnosed with a “Big Five” illness: After health department approval and medical documentation states the excluded person is free of symptoms and free of the infectious agent.
 - b. When excluded for jaundice: The excluded person has provided medical documentation stating that they are free of the Hepatitis A virus.

- c. When excluded for noro-like symptoms: 24-48 hours after the last symptom of illness. No handling of food or foodware for 72 hours after symptoms have resolved.

Communicable Diseases If your child has signs of illness please do not bring him/her to school. If your child has signs of illness, we will call you to pick up your child. Your child will be isolated until you can return for pick-up.

PARENTS ARE REQUIRED TO REPORT ANY CASES OF CONTAGIOUS DISEASE IMMEDIATELY TO THE SCHOOL OFFICE.

If a communicable disease passes through the preschool classroom, it is the policy of the Wayland Union Preschool to notify parents that the disease has occurred as soon as it's reported to the teacher/office.

A child will be excluded from school when infected with any of the following diseases:

CHICKENPOX: Incubation period is 2 to 3 weeks. Children are contagious one to two days before the rash to 6 days after eruption first appears. Early signs include mild fever at the time of eruption that looks like water blisters. Children will be excluded until lesions are dry and crusted; at least one week after eruption first appears.

EYE INFECTIONS (Conjunctivitis & Pink Eye): Incubation period is variable. The child is contagious during the course of active infection. Early signs include red eyes & lids. The child will be excluded until drainage from the eyes has cleared, or the physician approves the return.

GERMAN MEASLES: The incubation period is 14 to 21 days. The child is contagious one week to 4 days after the onset of the rash. Early signs include mild symptoms of a head cold for 1 day or 2 days followed by an eruption on the face and body, swollen glands behind the ear. Children will be excluded until 5th day after the onset of the rash.

HEPATITIS A: The incubation period is 15 to 50 days with an average of 28 to 30 days. The child is contagious 2-4 weeks before the onset of symptoms to one week after the onset of jaundice. Early signs include abrupt onset with fever, tiredness, loss of appetite, nausea, and jaundice. The child will be excluded until the physician's approval to return.

HEPATITIS B: The incubation period is 45-180 days with an average of 60 to 90 days. The child is contagious for a prolonged period of time. Early signs include loss of appetite, abdominal discomfort, nausea, vomiting, and jaundice. The child will be excluded until the physician's approval to return.

IMPETIGO (STAPH Infection): The incubation period is 1 to 10 days. The child is contagious while sores are draining. Early signs include blister-appearing sores on the skin. Children will be excluded until under medical care, lesions healing, and no new lesions appear.

INFLUENZA: The incubation period is 1 to 5 days. The child is contagious 1 to 2 days before onset, to 4 to 5 days thereafter. Early signs include fever, chilliness, headache, prostration, cough, and runny nose. Children will be excluded until symptoms subside.

MEASLES (Hard Measles or Rubella): The incubation period is 8 to 13 days with an average of 10 days. The child is contagious from the beginning of cold symptoms until 4 days after the rash appears. Early signs include moderate fever, puffy watering eyes sensitive to light. The lining of the cheeks studded with bluish-white spots. 1 to 2 days later a rash appears. The child is excluded until a minimum of 7 days after the appearance of the rash.

INFECTIOUS MONONUCLEOSIS: The incubation period is 4 to 6 weeks. The child is contagious for a prolonged period (the virus may persist in saliva for one year after infection). Early signs include fever, sore throat, and enlargement of glands in the neck. The child is excluded until the physician's approval to return.

MUMPS: The incubation period is 14 to 21 days with an average of 18 days. The child is contagious 6 days before swelling appears, up to 9 days after. Early signs include swelling of salivary glands in the neck below and in front of the ears. The child is excluded until swelling and fever have gone down, usually one week after the appearance of symptoms and with the physician's approval.

PEDICULOSIS (Head lice): The incubation period is several days or weeks. The child is contagious until lice and eggs (nits) are destroyed. Nits on the hair shaft more than ½" from the scalp are no longer alive. Early signs include severe itching of the scalp. The child is excluded until completion of treatment and nits removed from the hair.

RINGWORM OF SKIN & SCALP: The incubation period is 4 to 14 days. The child is contagious as long as lesions are present. Early signs include circular patches of dry skin on any part of the body; and patchy baldness on the scalp. The child is excluded as directed by the physician or other evidence the student is being treated.

SCABIES: The incubation period is several days or weeks (eggs hatch in one week). The child is contagious until mites and eggs are destroyed. Early signs include extreme itching of the skin where mites have burrowed under the skin. The child is excluded until the completion of treatment.

STREP RASH (Scarletina or Scarlet Fever): The incubation period is 2 to 5 days. The child is contagious for 1 to 2 days if treated, and 10 to 21 days if untreated. Antibiotic treatment is important to prevent complications. Early signs include sudden onset, usually with fever, sore throat, vomiting, headaches, and fine rash. The child is excluded until the physician's approval to return.

WHOOPIING COUGH (Pertussis): The incubation period is 7 to 21 days. The child is contagious one week before to 3 weeks after the onset of the cough. Early signs include a series of violent coughs with whoops. Children are excluded until a minimum of 5 days after a minimum 14-day course of antibiotics is completed.

HAND, FOOT, AND MOUTH DISEASE: The incubation period is 3 to 5 days. The child is contagious during the acute stage of illness longer (viruses persist in stool for several weeks). Early signs include sudden onset of fever, sore mouth, lesions (blisters) on the inside of cheeks, gums, and side of tongue; may last 7 to 10 days. Also occurs on the palms, fingers, soles of feet, or buttocks. The child is excluded during the acute stage of illness or as directed by a physician.

COVID: If your child is showing any of the following symptoms, it is recommended that you reach out to your healthcare provider and ask if your child should be tested for COVID; sore throat, uncontrolled cough, difficulty breathing, or shortness of breath, diarrhea, vomiting, or abdominal pain, severe headache, loss of taste or smell, and other symptoms as the CDC updates their Covid website.

Staff Health and Communicable Disease - A staff member or any volunteer help will be excluded from school when infected with any of the same communicable diseases listed above.

Hand Washing Protocol for Students - R400.8143 Health Care Policies: Health practices and policies including procedures for the following:

Children enrolled in preschool and their caregivers follow a prescribed method of hand washing as approved by the U.S. Centers for Disease Control. The procedure is as follows:

- WET: Wet hands.
- SOAP: Use soap; preferably antibacterial.
- SOAP/LATHER: Lather well beyond the wrist.
- WASH: Work all surfaces thoroughly including wrists, palms, back of hands, fingers, and under fingernails. Rub hands together for at least 15 – 20 seconds.
- RINSE: Thoroughly rinse with clean water assuring that the child does not touch the sides of the sink.
- DRY: Dry hands completely using a towel to turn off water faucets and protect hands from re-soiling.

Additional Policies & Procedures

Immunizations/Health Appraisal

The Michigan Department of Health requires up-to-date immunization records. Before the first day of school, all students are required to submit a Health Appraisal (signed by a Doctor & dated Oct. 2024 - Sep. 2025).

Attendance/ Weather Closures

We request that you contact the school office if your child is going to be absent for any reason during the course of the

school year. Regular attendance for each child is important. The child learns and develops from each experience in the classroom.

In the event of inclement weather, we will follow the Wayland Union Schools cancellation policy. Preschool may or may not make up inclement weather days. This will be decided on an annual basis depending on several factors, such as the number of days missed and district and building scheduling.

Licensing Notebook

Parents have access to the preschool's **Licensing Notebook** which is kept in the classroom.

1. The licensing notebook contains all of the licensing inspection and special investigation reports and related corrective action plans for the past five years.
2. The licensing notebook is available to parents during regular business hours.
3. Licensing inspection reports, special investigation reports, and corrective action plans from at least the past 3 years are available on the department's child care licensing website at www.michigan.gov/michildcare.

Accidents, Injuries

When a child is injured at school, the family will receive a note (paper or a digital message home) explaining the injury. If an injury leaves a significant mark or any mark on the neck or head, families will be notified prior to the end of the day via phone.

In the event of a medical emergency or serious accident, the parent/guardian and physician of the child will be contacted. If we are unable to make contact and emergency treatment is required, the child will be taken to the hospital specified on your Child Information Card. Your authorization for the classroom to contact your family physician and to take emergency medical measures deemed necessary is part of this agreement.

Incidents

The program will submit all reports required by the State of Michigan childcare licensing as required in R:400.8158. Incidents include but are not limited to: a child left unsupervised, a fire, physical discipline of a child by a staff or volunteer, or alleged inappropriate contact. These incidents require an immediate notification of the parent/guardian, administrator of the program and a verbal report to DHS within 24 hours.

Evacuation Procedures For Natural Disasters And Man-Made Disasters - Fire Drills, Tornado Drills, Evacuation Drills, and Lock-Down Drills: Children in the preschools will practice all drills with the school. The procedures are practiced in a calm and orderly fashion, so children are not frightened. They will be told this is a drill. The drills become common, so children are not frightened in the event of an actual emergency. Students will be reunited with their families if an evacuation takes place. Families will be notified of reunification by phone and/or by the district's student information messaging system. Staff will provide individualized support as needed for all children, including those with special needs.

See Wayland Union Schools' Critical Incident Management Handbook, which is posted in all classrooms, for the complete protocols.

Crisis Management Plan

Wayland Union Schools has a crisis management plan in the unlikely event that evacuation is needed. This could be caused by gas leaks, chemical spills or another type of potentially threatening situation.

Detailed plans are kept in the classrooms regarding where the children will go. An individual plan will be created, if needed, for the accommodations of children with special needs. If a school/classroom needs to evacuate the children, our staff's priority is the safety of your children. If an evacuation is necessary, children will be taken by the classroom staff along with the Child Information Cards to an appropriate evacuation area designated by the school district. The school district's notification system may contact families by phone to notify them of an emergency.

Depending upon the nature of the emergency, families will be notified through the emergency communication plan of where the children will be going. Teachers will have their phones with them to be in contact with families during this crisis. Staff will count the number of children prior to the staff leaving the classroom, and once they arrive at the evacuation area, to make sure all children are accounted for. Children and staff will stay at the designated evacuation area until the students are released by the principal or law enforcement. Upon returning to the classroom, attendance will be taken once more.

Emergency Closures

The program will close if a state of emergency exists or if conditions prevent us from providing childcare in a safe and orderly environment. We will follow emergency procedures and contact families using phone numbers from their child's information records. We have procedures posted to reunite families with their children if we must evacuate or close due to an incident, emergency or severe weather. Parents will be notified by the classroom teacher and/or by e-mail of the evacuation and the location and time when they can pick up their child. If the center must evacuate, all children will be transported by Public School Bus.

Volunteers

- Volunteers must be at least 18 years old and able to perform the volunteer tasks.
- Volunteers will be asked to fill out a Volunteer Application, and a record check will be completed before acceptance.
- Volunteers are not to be left alone with students. When you come in to volunteer, please sign in at the front desk.
- Volunteers must sign a self-certification form regarding abuse, neglect, and criminal convictions annually.
- **All supervised volunteers receive a public sex offender registry (PSOR) and WUS iCHAT clearance** before having contact with students and are made aware of the center's policies on child abuse and neglect..

Child Protection Law and Mandated Reporting

All GSRP Staff are Mandated Reporters under law in the State of Michigan (Act No. 238). If a GSRP staff member has any reason to suspect child abuse or neglect, they are required to report such suspicion to Child Protective Services. While we will do everything we can to partner with families, our staff can be held legally responsible for failure to report, and it is our job to ensure the safety and security of every child enrolled in our program.

Parents/guardians must sign a self-certification form regarding abuse, neglect, and criminal convictions annually. By signing this form parents/guardians acknowledge that they understand all staff members are required to report any signs of abuse or neglect and that parents/guardians are aware of their options if they see abuse or neglect.

A plan has been developed and implemented to assure compliance with the provisions of 1975 PA 238, MCL 722.621, also known as the Child Protection Law. The person suspecting the abuse is required by law to report the information to the local protective services agency. This shall be done immediately, and a completed 3200 form shall be sent to the agency within 72 hours. A listing of the local telephone numbers is as follows:

Child Protective Services

Daytime telephone: 1-855-444-3911

According to PA 15 (MCL 722.11 et seq.), childcare organizations are required to give oral and written notice to certain parents or legal guardians of children under the organization's care in the event of a special investigation that the Department of Human Services classifies as high risk in abuse or neglect is the suspected cause of a child's death or severe physical injury or in the event of sexual abuse or sexual exploitation.

Field Trips

Preschool classes may have the opportunity to go on a field trip. Extra helpers are always needed on field trips. In addition, classes may walk to locations within the community. Holidays will be observed and various activities will be planned. **Parents may be invited to participate. All volunteers are screened using the public sex offender registry (PSOR) and the WUS iCHAT clearance form.**

Confidentiality

We intend to respect the privacy of children and their families and caregivers while ensuring access to high-quality preschool care and education. We aim to ensure that all parents and guardians can communicate in confidence and that it will only be used to enhance the welfare of their child.

To ensure that all individuals working and volunteering in our preschool classrooms can do so with confidence, we respect confidentiality in the following ways:

- Parents/guardians have access to the records of their own children, but do not have access to information about any other children.
- Staff will not discuss personal information given by families with other members of the staff, except when it affects planning for the child's needs.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families, and staff is kept in a secure location.

Pest Management

WUS has a pest management protocol in place. Parents will be given advance notice of a pest management treatment via email and a notice in the classroom. These notices will also be placed on the WUS website.

Notice of Program Measurement

Wayland Union Schools Little Wildcats GSRP sites are required to work with the MiLEAP to measure the effect of the state-wide GSRP. Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MiLEAP might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers.
- 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:

- Jessica Crampton, Wayland Union Schools Early Childhood Coordinator, 269.792.9208 EXT: 3184
- The MDE Office of Great Start, Preschool and Out-of-School Time Learning at:
 - mde-gsrp@michigan.gov
 - 517.241.7004 or
 - 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909

Nondiscrimination

Board Policy 2260

WUS preschool programs do not discriminate on the basis of race, color, national origin, set (including sexual orientation or transgender identity), disability, age (except as restricted by State of Michigan licensing and/or as a factor necessary to the normal operation of the program), religion, military status, ancestry, or any other statutorily protected category (collectively, “Protected Classes”) in its educational programs or activities.

WUS preschool programs shall not discriminate in its policies and practices and does not tolerate harassment of any kind.

Equal treatment and services shall be available to each child without regard to the Protected Classes, race, color, national origin, set, disability, age (except as restricted by State of Michigan licensing and/or as a factor necessary to the normal operation of the program), place of residence or social or economic background, to learn through the curriculum offered by the district.

Educational programs shall be designed to meet the varying needs of all our students.

Grievance

Parents and/or guardians of enrolled children should first express their complaints, concerns, and grievances with the classroom teacher. Parents are encouraged to bring any issues to the teachers’ attention so that we may find a successful resolution between both parent and teacher. If your grievance cannot be successfully resolved with the classroom teacher, please contact the Wayland Early Childhood Program Coordinator at 269-792-9208 EXT3184. GSRP families may also contact the GSRP Allegan Areas Education Service Agency at 269-512-7766.

Your comments, ideas, and questions are always welcome. You are your child’s first teacher and we look forward to partnering with you to make this an amazing year of growth and excitement for you and your child. Please feel free to contact us at any time.

Jessica Crampton
WUS Coordinator of Early Childhood
269-792-9208 EXT 3184
cramptonj@waylandunion.org

Susan Bykerk
Allegan ESA Early Childhood Coordinator
269-512-7730
susan.bykerk@alleganaesa.org

Becky Corbett
Allegan ESA GSRP Supervisor
269-512-7766
becky.corbett@alleganaesa.org

Additional Information about Great Start Readiness Preschool (GSRP)

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool for eligible four-year-old children with a focus on supporting children's development of school readiness skills. The program is administered by the Michigan Department of Lifelong Education Advancement, and Potential (MiLEAP), Office of Great Start (OGS). Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

Programs must provide for active and continuous involvement of parents in the learning process to support learning at home and increase positive child outcomes. Parents assist in evaluating and making recommendations about the program through advisory meetings.

Notice of Program Measurement: GSRP sites are required to work with the Michigan Department of Education to measure the effect of the state-wide 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, and numbers.
- Ask teachers how children are learning and growing.

Information that you provide 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. If you have questions about this, contact:

MiLEAP
105 w. Allegan Street
Lansing, MI 48933
517-373-8483
mileap@michigan.gov



Wayland Union Schools Parent Handbook Acknowledgement Form 2025-2026

Dear Parents,

It is important that all parents and/or guardians of students attending the WUS Little Wildcats Preschool Program read and understand the content of this handbook.

The handbook contains information concerning policies and procedures that our programs follow in order to comply with the requirements from the State of Michigan, Allegan County Health Department, and all Allegan County Districts. Once you have read the handbook, please sign in the designated area and return this form to your child's teacher.

If you have any questions, please feel free to contact me at any time. Your signature indicates that you have read and understand the program policies, procedures, and timelines, and are deciding to place your child in our care.

Sincerely,

Jessica Crampton

Coordinator of Early Childhood and Community Education

cramptonj@waylandunion.org, 269-792-9208 EXT 3184

By signing this agreement, you are stating that you have read the handbook and are agreeing to the terms. This page also fulfills the requirement in R 400.8146 (2) for written documentation that the parent received the written information packet.

Parent/Guardian Signature

Date

2025-26 Calendar

2025-2026

Wayland Union Schools 4-Year-Old/GSRP School Year Calendar

Student Days
Staff Days (No students)
Holiday or Break = No School for Students & Staff

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Aug 26	Baker Preschool Open House
Aug 27	Dorr Preschool Open House
Sept 15	First Day of School
Oct 10 - 13	Fall Break
Nov 03	No School - Teacher PD Day
Nov 17 - 21	PreK Parent Teacher Conference
Nov 26-28	Thanksgiving Break
Dec 23-Jan 3	Winter Break
Jan 19	No School - Teacher PD Day
Feb 13 - 16	No School -- Mid-Winter Break
Mar 6, 10, 12	PreK Parent Teacher Conference
Mar 13	No Students or Staff
Mar 16	No School - Teacher PD Day
Apr 3-Apr 10	No School - Spring Break Week
May 21	Last Student Day
May 29	Last Staff Day

Great Start Readiness Program School-Day Sample

Daily Schedule

- 8:30 – 9:15 Arrival/Breakfast/Greeting Time – Children enter the classroom, wash their hands, and have breakfast while interacting with adults and one another. Once all the children have arrived, adults share the daily announcements.
- 9:15 – 9:30 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 – 9:40 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, singing, planning individually, in pairs, in small groups).
- 9:40 – 10:40 Choice Time – Children initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Choice 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 – 10:50 Recall Time – Gathered in small group settings, children choose Choice 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 (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting)
- 10:50 – 11:00 Cleanup Time – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during cleanup. Adults accept children’s level of involvement and skill while supporting their learning.
- 11:00 – 11:30 Outside Time – Children have many choices about how they play in the outdoor learning environment, much as they do during work time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem-solving.
- 11:30 – 11:40 Bathroom/Wash Hands/Prepare for Lunch – Children assist in the preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.
- 11:40 – 12:10 Lunch – Family-style meals support children doing things for themselves (e.g. serving themselves, pouring beverages, distributing napkins, wiping up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs
- 12:10 – 1:10 Quiet/Rest Time – Resting is a time for sleeping or quiet, solitary, on-your-own-cot 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
- 1:10 – 1:25 Wake/Bathroom – As children wake up, adults and children work together to put away cots and get ready for Large Group.
- 1:25 – 1:45 Large Group / Music and Movement – All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.
- 1:45 – 2:35 Choice Time – (refer to AM description).
- 2:35 – 2:45 Cleanup Time – (refer to AM description).

- 2:45 – 3:05 Snack – Children wash hands and help to set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping off tables, and pushing in their own chairs.
- 3:05 – 3:45 Outside Time/Dismissal