

Wayland Union Schools

Preschool Handbook 2024-2025



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

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

“The future of the world is in very small hands”

- Ellen Galinsky

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



We are glad you are considering Wayland Union Schools Preschool programs for your child! Our preschools promote learning through play by providing developmentally appropriate activities. We focus on the whole child to help them grow socially, emotionally, physically, and cognitively. We offer both 3 and 4-year-old programs at either Baker or Dorr Elementary schools.

2024-2025 Preschool Programs

Baker Elementary		
Tuition Preschool		Great Start Readiness Preschool (GSRP)
3-year-old Half Day AM (TTH) 9:05 am - 11:45 am Limit of 16 students	4-year-old Extended Day 3 Days (MWF) 9:05 am - 3:15 pm Limit of 17 students	4-year-old 4 Days (M-TH) 9:00 am - 4:00 pm Limit of 18 students
Dorr Elementary		
Tuition Preschool		Great Start Readiness Preschool (GSRP)
3-year-old Half Day AM (TTH) 9:05 am - 11:45 am Limit of 16 students	4-year-old Extended Day 3 Days (MWF) 9:05 am - 3:15 pm Limit of 20 students	4-year-old 4 Days (M-TH) 8:50 am - 3:50 pm Limit of 18 students

2024-2025 Tuition Preschool Rates

Tuition Preschool Rates:

- 3 yr. old Half Day \$125/month (in-district*) \$140/month (non-district)
- 4 yr. old Extended Day 3 Days \$280/month (in-district*) \$325 (non-district)
- 4 yr. old Extended Day 4 Days \$375/month (in-district*) \$425 (non-district)

*In-district prices reflect the use of Gun Lake Casino revenue in lieu of taxes reducing in-district pricing.

Requirements - Enrollment in our preschool requires that a child meet age requirements, which means the child turns 3 by September 1st, 2024, or 4 by September 30, 2024. All children must be toilet trained to attend our tuition preschool.

GSRP is a free preschool with NO tuition. There is no requirement to be toilet trained to attend our GSRP program.

Enrollment Procedure for Tuition and GSRP

For GSRP: Apply Online

Families may apply anytime online through the Help Me Grow application at www.hmgallegan.org

*Enrollment for GSRP will be prioritized by income.

***What is the next step after I submit the pre-admission application?**

Step 1: You will receive a confirmation email with an invite to complete enrollment forms

Step 2: Enrollment Fee - There is no enrollment fee for GSR

Step 3: By the first day of school, please submit your completed Health Appraisal Form to the school.

How do I know if I have a spot on the roster? Within 5-7 business days you will receive a confirmation email with instructions to secure your spot on either a classroom roster or on a waitlist.

For Tuition: Apply Online

Online registration for the 2024-2025 school year will begin on **Friday, February 9, 2024, at 9:00 am**. At that time a Pre-Admission application will be placed on the homepage of the district website at www.waylandunion.org and the Preschool page (click on the Early Childhood tab under *Departments* and then click *Preschool*.) Enrollment will be on a first-come, first-serve basis.

****Current preschool families and WUS district families will be sent an email with the pre-admission link one week before February 9, 2024***

Completing the pre-admission application does NOT guarantee a spot in a classroom, but will allow us to contact you with the next steps and/or be placed on a waitlist. The online pre-admission form will save your spot in line for registration while you complete the forms and submit the enrollment fee.

What is the next step after I submit the pre-admission application?

Step 1: You will receive an email or text invitation from Brightwheel to connect to your child's profile and to set up your Brightwheel account.

Step 2: Within 5-7 business days, you will receive a confirmation email with an invite to complete enrollment forms and set up billing information. (**Please note:** your child is not enrolled until we have received your enrollment fee and the required paperwork is completed).

Step 3: Enrollment Fee - if there is an immediate opening, we will add an invoice to your Brightwheel account. If there is not an opening, you will be placed on a waitlist and no deposit is required.

Step 4: By the first day of school, please submit your completed Health Appraisal Form to the school.

How do I know if I have a spot on the roster? Within 5-7 business days you will receive a confirmation email with instructions to secure your spot on either a classroom roster or on a waitlist. If we are able to offer you a spot right away, then an invoice will be added to your Brightwheel account for the non-refundable \$75 enrollment fee (\$100/family). If we need to add you to a waitlist, then you can join the list at no charge.

Enrollment Fee - A non-refundable enrollment fee of \$75 for one child or \$100 for two children is due upon registration. An invoice will be posted in your family's Brightwheel account and the payment will be processed online. We will only collect an enrollment fee if we can offer you a confirmed spot on the roster and will be applied to your first monthly payment. If the class you selected is full, you are welcome to join the waitlist at no charge. If an opening becomes available, then we will contact you to collect your enrollment fee to confirm your spot.

Tuition Payments - Families enroll at the beginning of the year for auto payments in their child's Brightwheel account. Payments are posted on the first of each month from September to May (9 months).

Late Pick-up fees

- \$10 charge for the first 15 minutes
- \$1 per minute for every minute after 15 minutes
- Charges will be directly applied to your Brightwheel account

Tax ID # E386000391 - Expenses for a child in preschool, below the level of kindergarten, may possibly be deductible for childcare purposes. You will need to confirm with your accountant if your family meets the tax requirements. You will need the tax ID number listed above. Please save all billing statements to use as tax documentation. WUS does not send yearly statements.

Withdrawal Criteria - If you need to withdraw from the Preschool program, please give a one-week written notice to the office to offer the program to another child. Upon withdrawal, any prepaid tuition will not be refunded. Please understand that the enrollment fee is not refundable.

Calendar - WUS preschools will begin the week of September 3, 2023 (after Labor Day) and end the week before Memorial Day, 2025. Scheduled breaks will follow the same as Wayland Union Schools for holidays, school closures, and professional development days.

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. 2023 - Sep. 2024).

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 amount 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.

Healthcare Policies

It is the policy of the Wayland Preschool adult staff working with the preschoolers to wash hands before eating and after restroom use according to the state hand-washing policy. It is the policy of Wayland Preschools 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 in Extended Day preschool - 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

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.

WHOOPING 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

Accidents, Injuries - Parents will be notified of any accidents, injuries, or other incidents by phone, written note, or email by preschool staff. In the event of serious injury or illness, parents will be notified immediately by school staff via phone.

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.

WUS District Employee Policy - All staff are thoroughly checked through the Michigan State Police Criminal Record Response System and/or have been fingerprinted and show no history or background of child abuse. All staff involved with children will not have a record of a felony. All staff members also receive a public sex offender registry (PSOR) clearance before having contact with students and are made aware of the center's policies on child abuse and neglect.

Volunteers - all supervised volunteers receive a public sex offender registry (PSOR) clearance before having contact with students and are made aware of the center's policies on child abuse and neglect. Unsupervised volunteers will be screened through the childcare background system.

Child Protection Law - 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. If there is a cost to the trip, parents would be asked to help support by sending in no more than \$10 (**Families enrolled in the GSRP program will not be charged for field trips**). Any trip involving transportation will be posted, in advance, on the class bulletin board. 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).

Confidentiality - It is our intention 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.

Snacks/Nutrition Policy -

- **Tuition:** Parents are also asked to send a snack to school for their child. We encourage families to bring healthy snacks and lunches to school if they choose to bring their own from home. Parents of Extended Day students must provide lunch for their child. Parents can either send a healthy lunch from home or secure a lunch through the WUS food service program. Students in Extended Day programs may receive free or reduced-priced meals if their family is eligible. Parents may complete a form for free or reduced-priced meals offered through our food service. These meals meet federal nutrition guidelines.
- **GSRP:** Breakfast, lunch, and a snack are provided free of charge to all students attending the GSRP program. We ask that families do not send in food unless there are special dietary requirements. In this case, the family will need to complete a required form for this exception.

Meal Guidelines for GSRP

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. Children will receive breakfast, lunch, and an afternoon snack while at school.

Families are not allowed to send in food for their children simply because the child does not like the food served. 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.

About Wayland Union Preschool

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 circle time, stations, choice play, snack time, small group activities, and large group activities. Extended Day Preschool will also include 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. Circle time consists of learning concepts such as calendar, daily schedule, show and tell songs, and themes are introduced or reviewed. Circle time encourages listening and language skills, turn-taking, and self-esteem.

- **Rest Time:** Programs that operate 5 hours must have quiet/rest time per childcare licensing rules. Rest time will be at least 45 minutes and no longer than one hour while accommodating for 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: The Preschool program is based on creating a "developmentally appropriate curriculum" for every student, both individually and in a group setting. A "developmentally appropriate curriculum" is one in which play, exploration, and socialization are an important part

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:

Social-Emotional Development:

Follow a routine.
Adjust to new situations.
Demonstrate self-control by keeping hands and feet in their own space.
Take turns with equipment and share materials.
Play individually, parallel, or cooperatively with peers in age-appropriate ways.
Ask for help from an adult and peers when needed.
Accept rules and consequences.
Take care of materials.
Use appropriate social manners.
Be accepting of the feelings and needs of others.
Take redirection and make appropriate choices.
Respond appropriately when spoken to.
Stay focused on and complete given tasks.
Show pride in work.
Display self-confidence.
Make and express choices, plans, and decisions.

Physical Development:

Gross Motor: Choose activities that emphasize cooperation.
Control movement of his/her body in relation to objects.
Develop awareness of and name body parts.
Develop fundamental motor skills (jumping, throwing a ball, running, galloping)
Begin to develop ball skills.

Fine Motor: Develop and control muscles needed for the use of crayons, pencils, zippers, etc.
Develop finger, thumb, and whole-hand coordination.
Develop hand-eye coordination.
Strengthen coordination and endurance of hand motion.
Be exposed to sensory-tactile activities.

Cognitive Development:

Language/Literacy: Learning Without Tears Program

Be able to recognize first name, as well as some uppercase and lowercase letters.
Scribble messages as part of a playful activity.
Experience oral reading daily.
Follow a three-step direction.
Participate in circle time.
Be able to sit relatively still during large group times.
Respond to oral language.
Develop concepts of print (front and back of book, words, and letters).
Express wants / needs and responds verbally.
Be exposed to finger plays and poems.
Be exposed to descriptive language.
Know the author and illustrator.
Begin to understand rhyming sounds.

Mathematics

Name the eleven basic colors.
Count to 20.

Name the six basic shapes.
Understand value and one-to-one correspondence up to 10.
Recognize size differences (long/short, more/less).
Sort by color, size, and shape.
Understand spatial relationships (through, over/under).
Learn to identify and extend patterns.

Science

Be aware that there are living and nonliving things.
Employ their senses.
Explore the movement of objects (sink/float, push/pull).
Name many nature items.
Use simple equipment (magnifying glass, ruler).
Understand safety habits.
Learn about the characteristics of each season.

Social Studies

Understand that classmates are members of different ethnic groups.
Be able to cooperatively play different roles.
Use dress-up clothes to represent others in the community.
Be able to talk about family dynamics.
Be able to tell events from his/her past.
Develop respect for others and their property.
Distinguish between real and imaginary.

Self-Help:

Dress themselves for outdoor play.
Discuss and be responsible for personal health.
Zip Coat, button buttons and begin to tie shoes.

- **Tuition Preschool uses the Learning Without Tears Curriculum** - a curriculum that is designed to foster a love for learning in preschool children through a hands-on, playful approach. This developmentally appropriate program emphasizes key areas such as literacy, math, and motor skills ensuring that children engage with foundational concepts in an enjoyable and interactive manner. With a focus on multi-sensory activities, children are encouraged to explore, create, and collaborate, promoting not only academic growth but also social-emotional development. The Learning Without Tears Curriculum supports diverse learning styles, helping each child thrive in a nurturing environment where they can build confidence and a lifelong passion for learning

More information is available at the [Learning Without Tears website](#)

- **GSRP uses the Creative Curriculum**, a proven, research-based curriculum for learning. Creative Curriculum emphasizes adult-child interaction, a carefully designed learning environment, and a plan-d-review process that strengthens initiative and self-reliance in children. Teachers and students are active partners in shaping the educational 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 - Your child is developing important skills and mental abilities while playing games and learning songs and rhymes. Teachers will use the following criteria to assess children both in the fall and spring:

- Gross Motor development -- Does your child run, jump, and climb easily and with coordination?
- Fine motor development -- Does your child have good control using a paintbrush, crayons, and puzzles?
- Cognitive development -- Does your child understand the concepts of yesterday, today, and tomorrow?
- Number correspondence -- This is different from counting. It occurs when a child understands "I have one block here. How many will I have if I add one?"
- Pre-reading -- Can your child rhyme? "What sounds like *block*?" "Clock!"
- Attention span -- Can your child sit still during story time? Does he/she concentrate for long periods of time when building with blocks (or another activity), or does he/she move quickly from one activity to another?
- Relationships with others -- Does your child play well with other children? How does he/she respond to conflict? Can he/she take turns?
- Relationship with the teacher -- Does he/she feel comfortable asking for help when help is needed?
- Emotional development -- How does he/she handle transitions during the day? If he/she cries when mom leaves, does he/she bounce back quickly?
- Phonemic Awareness—can your child identify some uppercase and lowercase letters and associate the sound with the corresponding letter?
- **GSRP uses Teaching Strategies Gold** - as an assessment tool aligned with the Creative Curriculum. TS Gold looks at early childhood development from infancy through third grade in ten content areas:
 - Social-Emotional
 - Physical
 - Language
 - Cognitive
 - Literacy
 - Mathematics
 - Science and Technology
 - Social Studies
 - The Arts
 - English Language Acquisition (when appropriate)

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 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), or 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 - 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 which 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 in an inappropriate manner, 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 take time out in a quiet chair for 3-5 minutes. While in the quiet chair, the child must be seated quietly.
- 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.
- The schools reserve the right to suspend a child from the **tuition** program as a last resort if behaviors are chronically disruptive or continually inappropriate.

Family 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

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 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

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, in order 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

Grievance

Parents and/or guardians of enrolled children should first express their complains, 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

Sisam 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

Written Information Packet Documentation

A digital information packet has been provided at the time of enrollment. The packet included all the following information (R 400.8146 (1-2)):

- Criteria for admission and withdrawal.
- Schedule of operation, denoting hours, days, and holidays during which the center is open, and services are provided.
- Fee policy.
- Discipline policy.
- Food service program.
- Program philosophy.
- Typical daily routine.
- Parent notification plan for accidents, injuries, incidents, and illnesses.
- Transportation policy, if applicable.
- Medication policy.
- Exclusion policy for child illnesses.

Families in the Tuition Preschool: Your signature in Brightwheel will certify that you have read and received all of the above items located in the digital information packet above. (2024-2025 school year)

Wayland Union Schools Parent Handbook

Acknowledgement Form 2024-2025

Dear Parents,

It is important that all parents and/or guardians of students attending the WUS Tuition and GSRP 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 EXT3184

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

Great Start Readiness Program School-Day Sample Daily Schedule

- 8:30 – 9:15 Arrival/Breakfast/Greeting Time – Children enter the classroom, wash hands and have breakfast while interacting with adults and one another. Once all 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 clean up. 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 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. serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping 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 of tables, and pushing in their own chairs.
- 3:05 – 3:45 Outside Time/Dismissal