

# *Walled Lake Schools Tuition* **Parent/Guardian Handbook**

**40839 Thirteen Mile Rd.  
Novi, MI 48377  
248-956-5089**



**Table of Contents**

|   |           |
|---|-----------|
| Child Abuse and Neglect .....             | <b>18</b> |
| Confidentiality .....                     | <b>14</b> |
| Conflict Resolution .....                 | <b>11</b> |
| Cultural Competence Plans.....            | <b>19</b> |
| Curriculum, Assessment and Screening..... | <b>8</b>  |
| Discipline Policy .....                   | <b>17</b> |
| Emergency Closings .....                  | <b>12</b> |
| Emergency Treatment Emergency .....       | <b>13</b> |
| Enrollment .....                          | <b>2</b>  |
| Field Trips .....                         | <b>18</b> |
| Health and Safety Requirements .....      | <b>12</b> |
| Health Care Policies and Resources.....   | <b>14</b> |
| Immunizations .....                       | <b>12</b> |
| Inclusion Plans .....                     | <b>19</b> |
| Licensing and Credentials .....           | <b>19</b> |
| Medication .....                          | <b>13</b> |
| Mission Statement .....                   | <b>1</b>  |
| Nutrition Plan .....                      | <b>19</b> |
| Orientation .....                         | <b>3</b>  |
| Pandemic Response .....                   | <b>23</b> |
| Parent Teacher Conferences.....           | <b>6</b>  |
| Parental Responsibilities .....           | <b>4</b>  |
| Philosophy .....                          | <b>1</b>  |
| Program Description .....                 | <b>1</b>  |
| Registration .....                        | <b>1</b>  |
| Screening .....                           | <b>3</b>  |
| The First Day of School .....             | <b>6</b>  |
| Toileting Policy .....                    | <b>16</b> |
| Tuition Policy .....                      | <b>2</b>  |
| Volunteer Guidelines .....                | <b>6</b>  |
| Volunteer Opportunities for Parents.....  | <b>5</b>  |
| Withdrawal .....                          | <b>2</b>  |



## **Preschool Programs**

### **Program Description**

- Our Preschool Programs offers 2-5 full days per week and select half day options.
- Children must be of age by September 1st of the program year. Children who are of age by December 1st must have a signed waiver. Enrollment is contingent on it being a developmentally appropriate placement.
- The programs are offered at various sites throughout the Walled Lake Consolidated Schools District from September through June.

### **Preschool Mission Statement**

The mission of the Walled Lake Preschool Programs, in partnership with parents and our diverse community, is to create a positive, safe and enriched learning environment and to enhance each child's academic, social, emotional and physical development.

### **Philosophy**

- **“Play to learn, learn to play.” ~Bruno Bettelheim**
- We believe that children use play as a tool to learn about the working of the world. Evidence-based research supports the following positive outcomes from an exploration-based learning environment:
  - Language and early literacy development is enhanced.
  - Cognitive development is optimized.
  - Social competence is best nurtured.
  - Physical and mental health are optimized with active play.

Our teachers carefully construct their lessons to provide your child with meaningful content in a developmentally appropriate manner. Your child will learn through active participation with the materials and people in his environment.

### **Registration**

- Parents may register their children by completing **BOTH** steps: **1. Gateway process** (<https://psreg.wlcsd.org/login>) **2. Tuition Packet** filled out (including the registration fee) and dropped off to:

**Early Childhood Center  
40839 Thirteen Mile Road  
Novi, MI 48377  
(248) 956-5080**



- Parents must complete and return the following forms:
  - Session choice form
  - Registration fee
  - Tuition Contract signed
  - Copy of birth certificate
  - Immunization record or waiver
  - Age waiver (if applicable)
  - IEP (if applicable)
  - Health appraisal (signed by Doctor AND parent)
  - Parent Notification of Notebook
  - Written Information Packet Documentation
  - COR Photo Permission
  - FERPA form

### **Enrollment**

- Enrollment will be on a first come/first served basis. Priority will be given to returning students and to children of parents residing within Walled Lake Consolidated School district. Children may be enrolled throughout the year as space allows.
- A waiting list will be established in the event that more children register than the facilities are licensed to accommodate. Children within the district will have priority for open positions and will be selected by their date of pre-registration.
- A Child Information Card and an immunization record is required by the first day of school. A physical, signed and dated by a physician and parent, must be submitted.
- We require your child to be independently toilet trained. Please let us know if we can link you to additional resources that will assist you with this developmental change.
- No child will be discriminated against because of race, color, national origin, sex or disability.

### **Attendance and Withdrawal**

- Children thrive with routine and predictable days. Parents set the stage now for continued school success by bringing their child to school every day that they are healthy, and picking up and dropping off on time.
- A written notice of withdrawal of a child to the preschool is required at least two (2) weeks prior to the day of withdrawal. Families will be charged for services until official notice is received, and the child's spot has been filled. There will be no refunds after March 1.
- The Walled Lake Preschool Program may withdraw a child for the following reasons:
  - The needs of the child cannot be met within our preschool setting.
  - The parental obligations are not met in a timely manner.



### **Tuition Policy**

- Tuition may be paid in full or in ten monthly installments.
- Payment may be made by cash, check, money order, or online.
- Checks should be made payable to: **Walled Lake Schools**
- Payments can be made in our office or by mail at:

**Early Childhood Center  
40839 Thirteen Mile Rd.  
Novi, MI 48377**

OR by using the Walled Lake Family/Student Access system after registration. There is a small fee for this convenience.

- Note - if you pay online by check (by providing your financial institution's routing/transit and acct number) there is only \$1 fee imposed by E Funds for that payment, any other form of payment - credit or debit card, charge \$2.65 per \$100 in purchase amount (ie - \$.01 to 100 = \$2.65, \$100.01 to \$200 would be \$5.30, etc.)
- Please call Preschool Office, 248-956-5080, if there are extenuating circumstances for non-payment of tuition. We may make special arrangements. You will be charged \$20.00 for a late payment.
- After 16 days of non-payment, your child may not attend preschool until a payment is made. After 4 weeks of non-payment, we may process through small claims court.
- Preschool classes will not be held on district holidays or on weather related closing days. No refunds will be given for inclement weather, nor will those days be made up.
- Tuition fees remain the same regardless of illness, family vacations, field trips, district half-days and non-scheduled school closings.
- There is a \$25.00 service charge for any non-sufficient fund checks returned to our program.

### **Orientation**

A parent/child orientation/visitation will be held prior to the first day of class. This is an opportunity for you and your child to become familiar with the classroom, the teacher, and new friends. Building protocols will be shared.

The following documents will need to be completed and **returned to the office by the start of school. Those registering late will need to have all documents to the teacher at your school building before your child starts class.** Please contact the office at 248.956.5080 or email [Preschool@wlcsd.org](mailto:Preschool@wlcsd.org) if you have questions.

1. **Health Appraisal Form**—MDCH/BCAL-3305 – completed, **signed by you in section 1**, and signed and dated by the Physician on page 2. Complete the immunization part even though you have given us this information separately! We need it here, too, please.



This must be turned in to by the child's first day of attendance at school. Your child may be excluded if this is not received within this timeline.

2. [Child Information Record](#)—BCAL3731
3. [Volunteer Registration Form/Criminal History/Reference Form](#)
4. [Directory Information form/Ferpa form](#)
5. [Written Info Packet Documentation](#) –BCAL-4340
6. [Understanding Concussion/Material Acknowledgement Form](#) - parents should sign
7. ASQ- complete online [click here](#)

The following documents are for children who have asthma, allergies, or require medication:

1. [Authorization for Medication](#) – only if medication is to be given during school hours
2. [Food Allergy Action Plan](#) - if needed, signed by a physician
3. [Asthma Allergy Action Plan](#) - if needed, signed by a physician

### **Screening**

Before your child starts preschool, be sure to click on the links to complete the [ASQ](#). These are developmental checklists that will give you valuable information about your child's growth and will guide our practice with your child.

### **Parental Responsibilities**

- **Arrival** – Please check with your child's teacher for specific arrival instructions. In an effort to keep everyone safe, the teachers will remain at the pickup location for 10 minutes. If you miss the pickup group, you are asked to take your child to the main office. We apologize, but cannot ask building staff to assist in bringing in late children, and both teachers need to remain with the group. Thank you for your assistance!
- **Departure** – Children will be picked up at the same location as drop off. Parents are not invited into the buildings. This is for the safety of every child in the building. Thank you for your understanding. We know that you want these safeguards in place.
- **Late Pick-Up** – An additional \$5.00 will be charged within the first 10 minutes of being late picking up your child and billed with tuition. There is a \$1 per minute charge beyond 10 minutes. The classroom clock will be used as a reference.
- **Snacks** – Parents provide a healthy snack for their child. If your child has specific dietary needs, please discuss them with the teacher and program director. *All foods that are brought from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers.* All juices must be pasteurized. Milk must be in the original container. Please refer to the preschool web site for healthy snack ideas. Here are the CACFP guidelines for healthy snacks:  
[http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Child\\_Meals.pdf](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Child_Meals.pdf).
- **Clothing** – We suggest that children wear loose-fitting, comfortable play clothes. Tennis



shoes or other shoes that fit securely work best for both indoor and outdoor play. Children will be outside each day, unless the [weather](#) is bad (heavy rain or 0 Fahrenheit, even from wind chill.) When choosing outerwear for cold weather, please consider ease of dressing. **Mittens** are highly recommended, as children can put them on and take them off easily.

- **Toys** – Please leave your child’s toys at home. They may get lost or mixed in with preschool toys. We don’t want your child to be sad that they lost their toy!
- **Siblings** – So that we may keep the emphasis on your preschool child, and for your safety and protection, siblings may not accompany you on field trips, on special days, or when you volunteer in your child’s classroom.
- **Volunteer** – Please ask the teacher if there is anything that you can do to help!

### **Assist Outside the Classroom**

- Serve on the Preschool Advisory Board – write to [Wlcsdpreschool@wlcsd.org](mailto:Wlcsdpreschool@wlcsd.org) – help us shape our future!
- Serve on a committee
- Share talents with other parents
- Give input into curriculum
- Make telephone calls.
- Share or gather information for the newsletter
- Attend local workshops – look for information via email or the web or the parent information board.
- Repair lending library books.

### **Volunteer Guidelines**

- Confidentiality is vital. Thank you for respecting everyone’s privacy.
- No smoking on school property or while in attendance at Field Trips.
- If you need a conference with the teacher, schedule it for a time when the two of you may have a private discussion.

**Parent Teacher Conferences** – Share your goals for your child. We are your partners in education. Teachers will share initial observations in December during an open conference day. Your input is important towards understanding your child. Individual Parent Teacher Conferences will be scheduled in May. Staff will share year end data, too. Please call your teacher for an appointment at any time should you have any concerns.

### **The First Day of School**

Here are some suggestions for parents planning to enroll their child in Preschool:

- Attend orientation, even if you had another child in the classroom. This visit in the classroom with your child prior to the starting date will help him feel a little more secure and sleep better the night before. It is also your first chance to meet other children and



their families - perhaps a future lifelong friend!

- Be prepared for some feeling of insecurity or frustration on the part of your child in the beginning. If your child cries easily, please reassure them. Fear can be overcome with love and understanding. Send a picture of you with your child to keep in their pocket while they are at school.
- Give your child some idea of how long they will be at school.
- Tell your child their teachers' names and let your child know that teachers are friends who will play with them and help them if they need something.
- Try to display your child's artwork in your home so they can develop pride in school-related accomplishments. Talk about things in the backpack every day.
- Sometimes a child does not want to talk about their day at school as soon as they come home. This is quite normal for children. They are usually overwhelmed and need time to think about their day. Gradually approach the subject (during dinner you might say, "Did you eat a sandwich at school?" Your child might say, "No, we had juice and crackers etc." You might ask if they played with a specific item, or a child (by name). Then your child will probably begin talking about their day.
- Your child's developmental age, not chronological age, is how he/she will be measured for years to come. Remember, each of us varies in our abilities.

**Typical Daily Routine** – Your child's teacher will provide a daily schedule, posted for your information. There will also be a child's daily schedule that your child will get to know and understand. A typical routine will include the following:

- Morning Message, Planning, Work time, Clean up, Recall, Large Group, Snack/Meal, Small Group, Outside, Goodbye
- The centerpiece of the day is High Scope's unique [plan-do-review](#) process, in which each child has a daily opportunity to make and carry out a plan and then reflect on what happened. This process strengthens the child's executive function — their ability to regulate and organize themselves so they can stay focused on what they have chosen to do and solve problems that arise.
- The High Scope Curriculum and the High Scope Child Observation Record assessment tool in all of our programs. This research based curriculum aligns with the Michigan Department of Education Standards of Quality for Early Childhood as well as with the Common Core. The most recent research shows that children learn best at this age through active participation with their peers and their environment. Our staff engages your child throughout the day in activities that will both interest and challenge your child. Using an approach supported by the work of Lev Vygotsky, and many others, we seek opportunities to nudge your child when they are in their zone of proximal development. If they are frustrated because they just can't continue to build a taller tower, we will be there asking them what else they can do to support their structure. We will offer ideas when needed, and expand their vocabulary by giving them the words with which to express themselves.

You know that your child does best when they know what their day is going to be like: *What am I going to have for dinner tonight? Who is picking me up from preschool? How long until I*





*get to see grandma?*

- Our structured day gives them the comfort of a predictable routine in a schedule that is also flexible to daily needs. Here are the key parts to our preschool day, although the order for some things may vary for your child's class:
- **Morning message** - This gives children the opportunity to know what to expect, if there are special visitors, if they are going outside, and maybe how many days until they come back to school. Teachers begin with pictures, and add words as the year progresses. Your child will be learning that pictures and words have meaning, and they will soon be reading the message on their own!
- **Small group** - these activities occur with the same teacher and same group of children throughout most of the year. Staff plan activities to support their small group of children in whatever unique ways that they may need. Even within a table group the activities may differ according to a child's abilities.
- **Planning** - Children decide where they wish to go during "Work time". These plans get more purposeful and more detailed as the year progresses. (Think middle school group projects...children need to be able to think about what choices they will make and have a plan to put them in action!)
- **Work time** - sometimes called choice time, or play time. This is where children can get deeply involved in an activity that is freely chosen by them. Research shows that children need this time to make connections to previous learning, to try out new ideas, and to build the cognitive foundations of learning. This is what high scope refers to as DO, in the plan, do, review cycle.
- **Clean Up** - Yes, we ask every child to help put the toys away! This is an important social skill, and we support your belief at home that even 3 year olds can know where and how to put the toys away. Our carefully planned environment is like a third teacher in the classroom: it is labeled with pictures and words to guide the children both as they choose to get an item, as well as, when they must replace it so everyone knows where to find it tomorrow!
- **Recall** - This is also called review time. It is an opportunity for your child to reflect on both their initial plan and their follow through. It is okay if they did not do what they planned. The important thing is that they are thinking about their thinking - metacognition - and reflecting about that. They may even decide that they want to continue something on their next day at school. We want our children to be able to make plans that will continue over time! What great thinkers they are in process of becoming!
- **Story Time** – Children will meet in small groups for a directed read aloud to encourage literacy skills.
- **Large Group Time** - Children need to move, and this is a time for them to do so. This is also a time in which children will often have the opportunity to make decisions for the whole group! When a teacher asks your child how they will move, and the group does it, that is a powerful moment for your child. He is being a leader and decision maker, and having fun while he is doing it!



- **Snack or Meal Times** - Here again, we support your family values. We sit together as a group, teachers and children, and have discussions about what is happening. Children and staff have back and forth discussions and get to know one another better. Children are involved in setting the table, passing and pouring their own milk, and cleaning up their spots.
  - **Outside or Gym Time** - We know that your child's brain and body will work better when it has proper nutrition, proper rest, and plenty of exercise. Going outside will always be our first choice when possible.
- 



## **Curriculum and Assessment**

**High Scope is a research based curriculum that uses active participatory learning to engage your child in developmentally appropriate, challenging experiences.**

### **Preschool Key Developmental Indicators (KDIs)**

Within High Scope's eight content areas, listed below, are 58 key developmental indicators (KDI) which define important learning goals for young children.

Each KDI is a statement that identifies an observable child behavior, reflecting knowledge and skills in areas such as, language and literacy, math, creative arts, and physical development. HighScope teachers keep these indicators in mind when they set up the learning environment and plan activities.

### **HighScope Preschool Curriculum Content — Key Developmental Indicators**

#### **A. Approaches to Learning**

**Initiative:** Children demonstrate initiative as they explore their world.

**Planning:** Children make plans and follow through on their intentions.

**Engagement:** Children focus on activities that interest them.

**Problem solving:** Children solve problems encountered in play.

**Use of resources:** Children gather information and formulate ideas about their world.

**Reflection:** Children reflect on their experiences.

#### **B. Social and Emotional Development**

**Self-identity:** Children have a positive self-identity.

**Sense of competence:** Children feel they are competent.

**Emotions:** Children recognize, label, and regulate their feelings.

**Empathy:** Children demonstrate empathy toward others.

**Community:** Children participate in the community of the classroom.

**Building relationships:** Children build relationships with other children and adults.

**Cooperative play:** Children engage in cooperative play.

**Moral development:** Children develop an internal sense of right and wrong.

**Conflict resolution:** Children resolve social conflicts.



### **C. Physical Development and Health**

**Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.

**Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.

**Body awareness:** Children know about their bodies and how to navigate them in space.

**Personal care:** Children carry out personal care routines on their own.

**Healthy behavior:** Children engage in healthy practices.

### **D. Language, Literacy, and Communication**

**Comprehension:** Children understand language.

**Speaking:** Children express themselves using language.

**Vocabulary:** Children understand and use a variety of words and phrases.

**Phonological awareness:** Children identify distinct sounds in spoken language.

**Alphabetic knowledge:** Children identify letter names and their sounds.

**Reading:** Children read for pleasure and information.

**Concepts about print:** Children demonstrate knowledge about environmental print.

**Book knowledge:** Children demonstrate knowledge about books.

**Writing:** Children write for many different purposes.

**English language learning:** (If applicable) Children use English and their home language(s) (including sign language).

### **E. Mathematics**

**Number words and symbols:** Children recognize and use number words and symbols.

**Counting:** Children count things.

**Part-whole relationships:** Children combine and separate quantities of objects.

**Shapes:** Children identify, name, and describe shapes.

**Spatial awareness:** Children recognize spatial relationships among people and objects.

**Measuring:** Children measure to describe, compare, and order things.

**Unit:** Children understand and use the concept of unit.

**Patterns:** Children identify, describe, copy, complete, and create patterns.

**Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.



**F. Creative Arts**

**Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

**Music:** Children express and represent what they observe, think, imagine, and feel through music.

**Movement:** Children express and represent what they observe, think, imagine, and feel through movement.

**Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.

**Appreciating the arts:** Children appreciate the creative arts.

**G. Science and Technology**

**Observing:** Children observe the materials and processes in their environment.

**Classifying:** Children classify materials, actions, people, and events.

**Experimenting:** Children experiment to test their ideas.

**Predicting:** Children predict what they expect will happen.

**Drawing conclusions:** Children draw conclusions based on their experiences and observations.

**Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.

**Natural and physical world:** Children gather knowledge about the natural and physical world.

**Tools and technology:** Children explore and use tools and technology.

**High Scope Child Observation Record**

Throughout the year, staff will record anecdotal information about your child. These observations, along with collected artifacts (photos of work in the classroom, child created pictures, etc.) enable the teacher to both know your child better, and determine what activities to plan each day. By giving your child a little adult support, and asking questions about their thinking, staff can help your child to grow in different developmental areas. A Family Report at different times of the year will be shared, so that you and the teacher can co-create child goals. This information is also shared with Kindergarten teachers.

**CONFLICT RESOLUTION STEPS**

Approach calmly, stopping any hurtful actions. **Place yourself between the children, on their**



**level; use a calm voice and gentle touch; remain neutral rather than take sides.**

**Acknowledge children's feelings.** Say something simple such as “You look really upset;” let children know you need to hold any object in question.

**Gather information.** Ask “What's the problem?” Do not ask “why” questions as young children focus on that what the problem is rather than understanding the reasons behind it.

**Restate the problem:** “So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.

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

**Be prepared to give follow-up support.** Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Adults respect children’s ideas for solving problems, even if the options they offer don’t seem fair to adults. What’s important is that children agree on the solution and see themselves as competent problem-solvers.

**Emergency Closings** – The preschool follows the Walled Lake Schools calendar. In case of emergency closing, please listen to your radio for a district-wide closing on one of the following stations: WJR – 760 AM, WWJ – 950 AM, WOMC – 104.3 FM, and TV Channels 2, 4, 7, look for emails from the district or preschool supervisor, or go to <http://wlcsd.org/>

### **Health and Safety Requirements**

- Each child must have a complete, physician signed medical examination made within the preceding 12 months. This must be returned to the school on the child’s first day of school. Staff will observe each child's health and development on a daily basis and communicate observations to the child's family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary. Please look for the Licensing book in your child’s classroom, and sign the statement indicating that you have done so.
- Recall notices will be posted outside of each classroom.
- Parents must sign a written agreement regarding the provision of food for their child.
- Water must be available throughout the day for children over 1 year old to drink.
- *All lunch boxes and water bottles need to be marked with the child’s first and last name and the date.*



**Immunizations –**

<https://www.cdc.gov/vaccines/parents/schedules/index.html>

The child should have completed or be in the process of completing immunizations before entrance. Generally, by the age of two, a child should have:

- DTaP 4 doses
- Oral Polio Vaccine 3 doses
- MMR 1 dose
- HIB Vaccine 2 doses
- Hepatitis B 3 doses
- Varicella (chicken pox) 1 dose
- Pneumococcal 4 doses
- Each child must have verification of immunization prior to initially attending the center. Parents choosing not to immunize their child must contact the Health Department regarding any possible Waivers.

**Medication – Written orders from a physician** must detail the name of the drug, dosage, and time interval that the medication is to be taken and diagnosis or reason for the medication to be given. The Walled Lake Schools “Authorization for Medication” form must be completed by the parent or guardian and physician. All medications must be **in the original container with the child’s name on the prescription label, and must be given directly to the teacher. This includes Inhalers and Epi-Pens.** Medication, prescription or nonprescription, shall be given to a child by an adult caregiver only.

- A caregiver shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent and doctor.
- All medication shall be its original container, stored according to instructions, and clearly labeled for a named child. Medication listed in the Authorization for Medication must match the medicine given. For instance, if your form states “Benadryl” and you give the teacher the local generic form of diphenhydramine, they do not match, and may not stay with the teacher.
- Prescription medication shall have the pharmacy label indicating the physician’s name, child’s name, instructions, and name and strength of the medication and shall be given according to those instructions.
- A caregiver shall keep all medication out of the 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 caregiver shall give or apply any prescription or nonprescription medication according to the directions on the original container unless authorized by a written order of the child’s physician.
- A caregiver shall not add medication to a child’s bottle, beverage, or food unless indicated on the prescription label.
- Topical nonprescription medication, including, but not limited to sunscreen and insect repellent, requires written parental authorization annually.



- The center shall maintain a record as to the time and the amount of medication given or applied with the exception of subrule (8) of this rule, on a form provided by the department or a comparable substitute approved by the department. The signature of the caregiver administering the medication shall be included.

**Emergency Treatment** – In case of accidental injury, we will make an immediate attempt to contact the parent. If we cannot reach you, we will call 911. Until the arrival of the parent or paramedics, the teacher or assistant will make the decisions about the care of your child. You will be expected to assume responsibility for any resultant expense not covered by insurance. Authorization for this procedure is on the emergency card.

- **Dental Emergency** – We will follow the same procedure as above with the exception that we would not enlist an emergency vehicle. We may transport your child to an emergency facility if no other site is available. After contacting you or your designated person, and he/she is not available, the program's emergency dentist will be called.
- **Incident Reports** – Should any unusual situation arise during the preschool day an Incident or Accident report (as appropriate) will be completed, and parents will be notified.
- **Confidentiality** - Access to your child's file is limited to essential staff. We will not discuss your child's progress without your explicit consent. Assessment data, anecdotal information and pictures of each child are on a secure server for the purpose of screening and/or assessment.
- **Illness** – Should any symptoms of illness develop while the child is at school, parents will be notified to pick him/her up. If the parents cannot be reached, we will contact other persons designated on the emergency card to care for the child. Children, staff, and volunteers will be excluded from the center due to illness when there is a fever, it is a communicable illness, or a rash of unknown origin is observed. If parents are not available, their designated pick up adult from the emergency card will be contacted. *The Preschool Supervisor (or designee) will contact staff or volunteers should exclusion be necessary.* Parents will be informed via email or letter regarding communicable illnesses. **Your child should be kept at home (and may not remain at the center) if he/she has any of the following symptoms:**
  - Fever (keep home for 24 hours after fever breaks)
  - Pain
  - Vomiting/Diarrhea
  - Undiagnosed skin eruption/rash
  - Lesion (sore) with drainage
  - Extreme fatigue/irritability/listlessness
  - Discharge of eyes, ears or profuse nasal discharge
  - Constant sneezing/coughing
  - Possible communicable disease (usually sniffles, reddened eyes, sore throat, headache and/or abdominal pain, plus a fever)





- **Please notify the school at once if your child has been diagnosed as having a communicable disease.** Please follow the doctor's guidelines before you bring your child back to school. The center reserves the right to refuse admission to any child whom the center believes is ill.

### **Health Care Policies and Resources**

- Children and staff will wash hands: hand washing means to cleanse the hands with soap and warm running water for at least 20 seconds.
- Staff and volunteers shall assure that children wash their hands as licensing requires.
  - Guidelines for hand washing shall be posted in food preparation areas, in toilet rooms, and by all hand washing sinks.
- When soap and running water are not available during an outing, hand sanitizers, and/or single-use wipes may be used as a temporary measure.
- Universal precautions
  - Staff will wear gloves for any incident involving bodily fluids.
  - Waste from bodily fluids will be disposed in designated containers
- All tableware, utensils, and other surfaces will be washed, rinsed and sanitized after each use. Toys and equipment will be washed and rinsed twice a year, and as needed.
- Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children come to participate in the water play activity. The water is drained when the group of children completes the activity. Alternately, fresh potable water flows freely through the water play table and out through a drain in the table.
- Staff will contact parents in event a child develops an illness during school. Sick children will be isolated as possible, and any contact surfaces will be sanitized. Information from the Oakland County Health Division will be shared with parents regarding any potential communicative diseases.
- Playgrounds are inspected weekly for potential hazards. Remedial actions are taken if necessary.
- Staff will notify parents in writing of any illness, injury, incident or accident.

Oakland County Health Dept.                      248-858-1280                      <https://www.oakgov.com/health>

|                                |                |  |
|--------------------------------|----------------|--|
| Poison Center                  | 1-800-222-1222 | <a href="http://www.poison.org">www.poison.org</a>                   |
| American Academy of Pediatrics |                | <a href="http://www.aap.org">www.aap.org</a>                         |
| Healthy children               |                | <a href="http://www.healthychildren.org">www.healthychildren.org</a> |
| Bright Futures                 |                | <a href="http://www.brightfutures.org">www.brightfutures.org</a>     |
| My Plate (USDA)                |                | <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>     |
| American Dietetic Association  |                | <a href="http://www.kidseatright.org">www.kidseatright.org</a>       |
| Violence & Bullying            |                | <a href="http://www.stopbullying.gov">www.stopbullying.gov</a>       |



**Food Service Policy**

- A center shall make water available to drink throughout the day to children 1 year of age and older.
- A center shall not deprive a child of a snack or meal if the child is in attendance at the time when the snack or meal is served.
- Menus shall be planned in advance, shall be dated, and shall be posted in a place visible to parents. Food substitutions shall be noted on the menus the day the substitution occurs when district food service provides meals.
- A center shall not serve infants and toddlers or allow them to eat foods that may easily cause choking including, but not limited to, popcorn, seeds, nuts, hard candy and uncut round foods such as whole grapes and hot dogs.
- All of the following shall apply to milk when provided by food service:
  - Containers shall be labeled with the date opened.
  - Milk shall be served within 7 days of opening.
  - Milk shall not be served if the contents appear to be unsanitary or have been unrefrigerated for a period exceeding 1 hour.
  - Milk shall not be combined with the contents of other partially filled containers.
  - Contents remaining in single-service containers of milk shall be discarded at the end of snack or meal time.
- For parent supplied food and beverages, the following applies:
  - Any food or beverages furnished in a same-day supply shall be returned to the parent at the end of the day or discarded.
  - Milk, other beverages, and non-perishable food items may be furnished in a multi-day supply in an unopened commercial container.
  - Milk and other beverages furnished in a multi-day supply shall be labeled with the child's first and last name and the date of opening and shall be returned to the parent or discarded 7 days after opening.
  - Non-perishable food items furnished in a multi-day supply shall be labeled with the date of opening and when applicable, the first and last name of the child for whom its use is intended.
  - Beverages and food shall be fed only to the child for whom the item is labeled.
  - Breast milk, formula, and milk shall be refrigerated until used.
  - Other perishable beverages and food items shall be refrigerated or otherwise kept at a safe temperature until used.
  - All parent supplied snacks must be commercially prepared and in their original containers.
  - Parents should follow building specific guidelines for healthy, non-allergenic foods.

**Toileting Policy**

We require your child to be independently toilet trained prior to class. Most children quickly learn once they are with other children who are trained. Since we do not have changing



stations, we will do our best to guide your child through changing clothes.

Be sure to keep an extra set in your child's backpack! Other procedures:

- The parent of the child (or other designated person) will be contacted by telephone to come and assist a child when he/she has an accidental bowel movement. The parent will assist the child with the cleanup process.
- If the parent or emergency contact is unavailable, the teacher will ask the child to clean up their own body. For liability reasons, the teaching staff will supervise and give any verbal instructions required. The parent and teacher will decide if the child needs to be picked up before the preschool session is over.
- Teaching staff will ask your child to zip pants or snap body suits. (Pull up pants help your child to be quick and successful.)
- Please let us know if you need additional information about toilet training, or if we can help locate a parent workshop. This is a universal issue, and there are a lot of parents working on it!

### **Discipline Policy**

- We believe that children thrive in a positive environment. Our teachers develop safe rules with the children. We encourage the children to help each other to follow these rules.
- We follow the precepts of the Second Step program that define and encourage empathy and problem solving.
- Our preschool program follows the Walled Lake Consolidated School policy that prohibits the use of corporal punishment. Staff shall use positive methods of control.
- Staff shall be prohibited from using the following as a means of punishment:
  - Hitting, shaking, biting, pinching or inflicting any form of corporal punishment
  - Restricting a child's movement by binding or tying
  - Inflicting mental or emotional punishment, such as humiliating, shaming or threatening a child
  - Confining a child in an enclosed area
- Non-severe discipline or restraint may be used when reasonable necessary to prevent a child from harming other persons or property or to prevent a child from harming himself.
- Staff shall not exclude a child from outdoor play, other gross motor activities, or daily learning experiences.

### **Referrals for Child and Family Needs**

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program encourages parents to partner with us to complete a screening that assesses children's developmental, behavioral, and language development. If these screenings - as well as information gathered from observations or provided by parents, doctors, or other specialists - result in 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 that



persist after intervention), parents may request an evaluation. Upon written request from the parent, the school district has 10 school days to inform the parent in writing of the intent to evaluate, and seek consent. Evaluations may only take place with written parental consent.

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. 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.

### **Child Abuse and Neglect**

To comply with the child protection law, any teacher or other school employee who suspects that a child's physical or mental health or welfare is being adversely affected by abuse or neglect shall immediately report such suspicions. Neither staff nor volunteers may be present in our programs if they have been convicted of either child abuse, child neglect, or a felony involving harm or threatened harm to an individual. Staff members must provide documentation of this.

### **Field Trips**

- Field trips may be taken by school bus between the hours of 9:30 a.m. and 1:30 p.m. for children who are age eligible to be on the bus. Parents must sign consent forms prior to each field trip.
- Siblings may not attend.
- Upon consensus, local field trips may be taken during class time with each parent providing transportation and supervision for their own child. Parents will be required to submit documentation of current vehicle registration, insurance and driver's license.
- Staff may not transport children or parents in their own cars unless it is an extreme emergency such as a life threatening situation.

### **Licensing and Credentials**

All of our classrooms are licensed by the State of Michigan and staffs are required to have:

- FIA Clearance
- Criminal history check
- Current First Aid and CPR training
- Access to ongoing professional development activities

Teachers have either a bachelor's degree, an Associate's degree in Early Childhood, or equivalent coursework and field experience.

Assistants have either an Associate's degree in Early Childhood, a CDA, or coursework and field



experience as required by the state of Michigan.

**The licensing notebook** contains all the licensing inspection and special investigation reports and related corrective action plans since May 28, 2010.

- The licensing notebook is available to parents during regular business hours.
- Licensing inspection and special investigation reports from at least the past 2 years are available on the child care licensing website at **[www.michigan.gov/michildcare](http://www.michigan.gov/michildcare)**. The website address must be in bold print.
- Written documentation that the parent received the written information packet as required by subrule of this rule shall be kept on file at the center
- Parents of children with special needs may request a written daily record that includes at least the information required by subrule (3) of this rule.
- Parents shall be notified before each field trip.

#### **Inclusion - Written Plan for Children with Special Needs**

Walled Lake Preschool believes that all children, with and without disabilities, should have access to a quality preschool program. We believe that all children have the right to participate in a safe, inclusive environment, and that all programs should provide respectful support of a child's IEP goals, in consultation and coordination with our Special Education department and the family. Family goals and wishes should be a cornerstone of IEP plans and our work to support them in the classroom.

#### **Cultural Competence Plan**

In our diverse community, Walled Lake Preschool Programs are committed to supporting all families, of all cultures, with respect and full engagement. We abide by the precepts in the NAEYC statement, and support all aspects in the full statement:

Young children and their families reflect a great and rapidly increasing diversity of language and culture. The National Association for the Education of Young Children's (NAEYC) recommendations emphasize that early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children.

<http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

#### **Grievance Policy**

We strive to provide a positive, nurturing environment for all. However, at times concerns may arise. If you have a concern about something related to your child's preschool program the best place to start to resolve the issue or concern is with the child's teacher. Talk about the concern with the teacher and try to reach a solution. If that does not work, you are welcome to contact the Preschool Supervisor at 248.956.5081. We will work with all families to arrive at an agreeable resolution for all parties.

If an agreeable resolution cannot be attained between the parent and program staff, a parent can contact the Director of Community Education and Grants at (248) 956-2056. If resolution cannot be



found with the Director, you may contact the Executive Director of Instruction, Curriculum, Assessment and Technology, at 248.956.2000.

### **Nutrition Plan**

We believe eating healthy is important for children, and we can help your child learn about and enjoy lots of good foods each day. Our menu is planned to provide meals and snacks that meet federal and state rules and guidelines. Children are able to enjoy foods that will help them grow and learn to pick foods that will help them live a healthy life.

### **General Information**

- Our program provides an opportunity for children to purchase school lunches in those programs that are full day, at Early Childhood Center, Dublin Elementary and Wixom Elementary. All other programs require parents to provide snack for the group during program hours.
  - These are provided at the following times (Teacher will provide times):
    - Breakfast \_\_:\_\_,
    - morning snack \_\_:\_\_,
    - lunch \_\_:\_\_,
    - afternoon snack \_\_:\_\_,
- Our program assures meals and/or snacks (provided by the district) are nutritionally sound by following a meal/snack menu guide based on the USDA approved meal patterns.
- Our program provides a supportive, attentive and accommodating environment for children with food allergies or special dietary requirements.
  - All care givers/teachers/staff have received training in food allergy/sensitivity issues.
  - Food alternatives will be identified with parents, and be kept readily available where food is prepared.
  - A plan will be developed with parents as to how food alternatives will be made available parent purchased).
  - Parent emergency information will be kept updated as well as related medical records and changes in child's treatment plans. A form will be provided that the pediatrician fills out specifying which foods to substitute.
  - Each classroom teacher will inform parents of any need to restrict certain foods such as tree nuts or peanut butter based on the needs of the children in any of the programs in the classroom, or in the building.
- Food is prepared:



- By the district food service department when meals are available. Otherwise, parents must provide foods that meet the licensing guidelines, not homemade, and of nutritional value. A snack list is provided to parents at the beginning of the year of nutritious choices.
- Our menus are posted so that families can see them. We will provide communication in other languages for families enrolled where English is not their spoken or primary language upon request.
- Clean, sanitary water is available to children throughout program hours. Children are provided with paper cups for this purpose. Water is not substituted for milk when milk is a food/meal requirement. Additional water is available when temperatures are higher or physical activity increases.
- Our policy does allow for families to bring food from home.
- Holidays and birthdays are meaningful and fun. We encourage families to share in ways that are reflective of their traditions and are enjoyable for the children. We do encourage families to bring non-food items whenever possible. If food is brought, nutritious treats should be purchased from a licensed food provider rather than being homemade; we need to make sure food is safe for children who may have food allergies or sensitivities. Families need to make arrangements with the director so that choices of food can be agreed upon.

#### For Preschool Age Children

- Our meals are served family style. Staff sits and eats with the children, enjoying the same foods the children are eating. Children are encouraged to help with meals in age appropriate ways.
- Scheduled meals and/or snacks are available to all children enrolled and present.

#### Nutrition Education

Children receive nutrition education from reliable sources that reflect standards upheld by CACFP and the USDA. The children are given opportunities to understand why eating healthy is important, and to learn to form healthy eating and activity habits.

- Nutrition information is shared through: Books, daily activities, and meal times. Families are also provided nutrition education through such things as learning activities, community events, informational brochures, etc.
- Meal service information in the parent handbook and posted menus.

Nutrition education also includes opportunities for our program to learn about the prevention of childhood obesity, basic principles of child nutrition and healthy eating habits and experiences. We share this information with parents as well.

#### Transportation Plan

Parents provide transportation to and from preschool. Some field trips will be taken as a group on a



school bus. Parents must sign individualized Field Trip Permission forms for each field trip.

Questions? Please call the Preschool Office: 248-956-5080

FYI—be sure to visit us on the web. You'll find:

- Monthly Parent Newsletters
- Activities of interest
- Links to helpful sites

You can reach us through the Community Education Center link or the Early Childhood link. Please scroll all the way down to look for other information.

---





## Walled Lake Schools Preschool Programs Handbook Addendum

### Pandemic Emergency Response

If a pandemic occurs, we will continue to implement the mission of our program. This includes using the resources we have access to at the time to support the development of the children in our program. The support may be provided in-person, virtually, or another avenue that best aligns with the safety requirements and resources at the time. This includes implementing the Pandemic Section of the Preparedness and Response Plan under the guidance and direction of the CDC, federal and local governments, the Michigan Department of Education, the Michigan Department of Licensing and Regulatory Affairs, the Intermediate School District, and the Walled Lake Consolidated Schools District.

To ensure the safety of children, families and staff the center will monitor the situation and take into account the guidance and suggestions from the authorities on the situation. Decisions made by the center will consider the safety of children, families and staff. Decisions may include:

- Closure of the center
  - Length of closure to be determined by center, CDC, federal and local governments, and the Michigan Department of Education, and the Michigan Department of Licensing and Regulatory Affairs
- Adjusted hours of service
- Daily health checks of children, staff, and adult family members or guardians that enter the building.
  - We may use the [MI Symptoms Web App](#) hosted by the Michigan Department of Health and Human Services to complete daily health checks.
  - If during our routine health checks we learn someone may have contracted the illness related to the pandemic, we will follow the guidelines from the authorities on the situation to reduce exposure to others in our program.
- Limited entry into the building
- Limited access to the property
- Limitations on what the children may bring into the center, such as
  - Blankets
  - Stuffed animals
  - Pillows
- Limited classroom materials
- Use of face shields or masks and/or gloves by parent(s)/Guardian(s), staff, and children

The center will communicate specific decisions, practices, and plans through our standard family communication methods.

