



# Kids' Corner and Little Hornets Family Handbook

*Approved by Williamston Community Schools, Board of Education June 2025*

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Welcome to Kids' Corner and Little Hornets Preschool (KCLH)! This handbook is designed to provide information about the early childhood education programs administered by Williamston Community Schools. Programs are located in the northwest corner of Explorer Elementary, 420 Highland Street, Williamston, Michigan. Our telephone number is (517) 655-4637. Information about the programs can also be viewed on the Williamston Schools website [www.gowcs.net](http://www.gowcs.net). Access the Preschool and Childcare webpage under the schools tab.

KCLH is licensed by the State of Michigan and has an Enhancing quality rating which has been validated through Great Start to Quality ([www.greatstarttoquality.org](http://www.greatstarttoquality.org)).

Families are the root of our program and we look forward to forming a partnership with you. Each child's ethnic, cultural and diverse family make-up and needs are respected. Programs are designed to meet the social, emotional, cognitive, creative and unique needs of young children. We strive to create a positive first school experience for our youngest learners and a safe and enjoyable after school-school program for older students. We are proud of our partnerships with the Great Start Readiness program and the Williamston Early Childhood Special Education Program.

This handbook highlights policies and procedures specific to the Little Hornet and Kids' Corner Programs. All Williamston Board of Education policies as well as those specified in the Explorer and Discovery Elementary Schools' Handbook and Student Code of Conduct are applicable to all students, families, and staff that participate in the Little Hornet Preschool or Kids' Corner programming.

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High School Principal	Dr. Steven Delp	655-2142
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## **Mission Statement and Philosophy**

Our Program exposes children to numerous foundational skills necessary to be ready for kindergarten, allows children to participate in a wide range of experiences, and assists in development to their full potential. Young children learn best by doing. Learning requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

### **Program Goals**

Children learn best through play and when actively engaged with the environment. Classroom experiences are designed to meet the intellectual, social, emotional, physical, creative and unique needs of each child. Teachers strive to meet the needs of each child and will provide a balance of instructional and discovery strategies throughout the day.

All programs support children at their current developmental level and promote kindergarten readiness skills for success in their future academic experiences. Our programs encourage this through:

- Socialization and support for diversity among children
- Positive self-esteem
- Critical thinking and problem-solving skills
- Opportunities for learning together
- Development of enthusiastic learners
- Supporting the child's independence and sense of responsibility

## **Section 2: Little Hornet Preschool**

### **Curriculum**

Little Hornet preschool is designed for children 3-5 years of age and offers preschool classes in both a full and half-day format. All classes provide opportunities for the student to develop individual skills and prepare for future school learning experiences. Little Hornets is committed to providing young children with a high quality, early learning experience based on research pertaining to developmentally appropriate best practices. We teach in ways that match the way children develop and learn. The following curriculum and instructional practices are implemented in all preschool classrooms.

#### **Instructional approaches**

Little Hornet Preschool is taught by qualified teachers trained in early childhood education. Instructional approaches reflect research-based strategies including:

- Developmentally appropriate practices
- Integrated learning across and within content areas
- Assessments that rely on continued observation of student performance to inform and drive instructional decisions
- A playful learning mindset with the balance of teacher-directed and child-initiated activities with opportunities for play-based instructional experiences
- Alignment to content and Social Emotional Learning Standards

#### **Connect 4 Learning Curriculum**

Connect 4 Learning is the primary curriculum used by all the Little Hornet Preschool classrooms. It is based upon the following principles:

- Research-based
- Interdisciplinary
- Supports teacher's math and science teaching skills
- Focus on the whole child through learning experiences
- Embraces play as an element for learning

#### **Second Step social skills curriculum**

The Second Step is a curriculum designed to help the young child learn important social skills through intentional and sequential learning experiences. Teachers implement this curriculum daily and focus on a new social concept weekly. Social skills are taught through discussions based on posters, puppet portrayals, songs, story books, and hands-on games and activities. The Second Step curriculum emphasizes skills for learning, empathy, emotion management, and friendship and problem-solving skills. Teachers engage children in active learning experiences as well as provide "Home links" to families to connect with the classroom focus. These handouts identify key aspects of

the learning objective for each week as well as provide additional activities for completion in the home environment.

### **Heggerty Phonological Awareness Curriculum**

The Heggerty Phonological Awareness curriculum supplements overall literacy instruction. Intentional phonological awareness experiences focus on the small increments of sound within a word. Skills include rhyme, alliteration, blending and segmenting compound words, identifying syllables, and isolating individual phonemes.

## **Classroom Information**

### **Class times are as follows:**

MWF morning 9:10 am-12:10 pm

TTH morning 9:10 am-12:10 pm

MTWTH 9:00 am- 12:00 pm

MTWTH 9:00 am-4:00 pm

5 Full-day 9:00 am-4:00 pm

Childcare (6:45 -9:00 am and 4:00 pm-6:00 pm)\*

- *For an additional fee, childcare may be available before or after your child's Little Hornet preschool class. Additional information can be found in the Kids' Corner section of this handbook or by contacting Kids' Corner office at (517)655-4637.*

### **Program Calendar**

The Little Hornet Preschool program follows a modified Williamston Community Schools calendar.. An official calendar outlining school breaks, school closings, and special events is adopted each year and will be sent home by your child's teacher. For children enrolled in childcare, families will have the option of reserving care during school breaks if the Kids' Corner program is open.

### **Little Hornet Attendance Policy**

Regular attendance is essential for the attainment of a successful preschool experience. In order to achieve this goal, Little Hornets has implemented the following attendance policy:

- If your child will miss a scheduled class day due to illness or family situation, please call the office at 517-655-4637 and follow the voicemail prompt to leave the required details. These include: your child's name, classroom, and reason for absence.
- If your child is ill, please leave symptoms as a report to Ingham County Health Department is required. If your child continues to have chronic absenteeism, we will complete an Attendance Goal Sheet for your family.

Children are expected to attend daily, arrive on time, and remain for the entire program. Late arrivals and early departures take away from the program's effectiveness for children, while also being disruptive to the rest of the class. Your child's teacher may also discuss our attendance policy during home visits, orientation activities, and in classroom newsletters.

## **Little Hornet Preschool No-school days, Inclement Weather and School Delays**

In the event that Williamston Community Schools District closes due to weather and/or road conditions, Little Hornet Preschool classes will also be canceled. Closure announcements will be made via phone and email messenger as well as local news stations. Six snow days per session have been built into the preschool calendar. Should the number of days canceled for weather and/or road conditions exceed these days, make-up days will be scheduled at the end of the school year.

For those children who are enrolled in the childcare program, care may be available on these days.

In the event that a classroom, program, or greater district is required to close in person instruction due to circumstances related to Covid-19, all Little Hornet Preschool classroom instruction will pivot to a fully remote instructional model.

## **Daily Schedule**

Each classroom develops a consistent daily schedule to include a balance of group and independent experiences. Large and small group times provide opportunities to develop a classroom community and enhance individual skill development. There is a balance between teacher-initiated and child-initiated learning experiences. Indoor and outdoor opportunities are available daily. Children enrolled in a full day program are required to provide a “peanut-free” lunch and drink each day. For rest time, the room will be darkened and a cot will be provided for each child. Rest time will be at least 45 minutes, but not longer than an hour, taking into consideration the needs of each child. For children who do not sleep, quiet activities such as books, quiet games, or puzzles will be provided for those who do not sleep after approximately 20 minutes of rest. Please refer to the Appendix to see half and full-day sample daily schedules

## **Teaching staff**

Little Hornets Preschool classrooms are taught by a teaching team. The lead teachers have a minimum of a Bachelors’ degree in Child Development or elementary teacher’s certification. Qualified assistants are used to help the teacher in the classrooms. The adult-to-child ratio is below state licensing requirements of one adult to ten children and average one to six/seven.

Professional development of staff is conducted throughout the year to ensure the best possible learning experiences for your child. We strive to maintain consistency of staff, so your child feels comfortable and can form strong relationships.

## **Arrival and Dismissal**

To support updated district safety procedures, student arrival and dismissal will occur curbside via the bus loop at door diamond 18. Teachers will greet parents and students at the car upon arrival and will welcome and escort students into the school building. Please arrive no more than five minutes before class begins and pick up your child in a timely fashion at the end of class. Signatures will be obtained for attendance records. The Discovery Elementary staff parking lot will be closed during the arrival and dismissal process.

### **Classroom activities and attire**

Children will engage in a variety of active and quiet activities both indoors and outside throughout the school day. Comfortable play clothes enable them to participate in all activities offered. *Please label all clothing.* Smocks will be provided for messy experiences. In the event of an accident, access to an extra set of clothes is also encouraged. These may be stored in the child's school bag or cubby/locker.

## **Family and School Partnership**

Each student, family, and staff member is unique; this diversity is embraced and celebrated throughout our program. Our program supports and respects gender, culture, language, ethnicity, individual capabilities, and family composition. Through this celebration of culture, we aim to promote a student's self-esteem and foster a sense of pride in one's heritage, and create feelings of acceptance amongst our students and community. This is reflected in our communications, classroom environments, curriculum, and interactions with and between students.

The partnership between the family and the school is crucial for a child's educational success. Daily communication and involvement is encouraged. Several opportunities have been embedded within the program to encourage communication and collaborate goals for the child's development. Family communication and events will be implemented according to current district operations and the family's choice of instructional method (fully in person, hybrid, or during periods of remote learning). Partnership experiences may occur in person, via video conferencing, or through additional methods.

### **Communication strategies**

The partnership with families is essential to children's learning and begins with open and honest relationships with all families. Communication is vital to helping us teach your child, and we welcome your insight. Communication is initiated by both teachers and family members. Methods include face-to-face conversations, telephone conversations, written paper copies, virtual meetings, or via email. We strive to support families in their home language and will seek resources to translate written materials when feasible. Teachers will communicate with each family in the method of their personal preference. This preference will be sought out during the initial classroom orientation process.

### **Family (Home) Visits**

Family visits are an opportunity for the family and teaching team to build a foundational relationship between the home and the school for the success of the student and offered twice yearly for Little Hornet families. Initial visits are scheduled in the fall for all families within the Little Hornet Program as a component of the transition to school process. These are designed to establish communication and rapport with families. Visits allow the child the opportunity to become acquainted with the teachers in a familiar setting. Initial visits are often conducted in the home environment where the student is most comfortable. Topics discussed at the initial visit may include: preschool policies, GSRP guidelines, child development, assessment and curriculum. Additional information or referrals to community social service agencies can be discussed and made if appropriate and desired by the family. Spring visits provide closure to the preschool year and provide families with ideas and resources to extend their child's learning throughout the summer and transition to kindergarten. Visits may occur virtually or in person at the preferred location of the family (home, playground, school, etc.)

### **Initial Classroom visits**

Classroom visits will be scheduled prior to the start of the school year as a positive transition to school for the student and family. Classroom visits are staggered to limit the amount of people in the classroom creating a calm, warm and welcoming environment for the student. The goal of this dedicated visit is to allow the student time to familiarize themselves with the environment, begin to formulate friendships within smaller groups of students, and have individualized interactions with their teachers. The initial visit builds a strong foundation for a positive first full day of school.

### **Family coaching**

Dedicated family coaching times will be offered by teachers throughout the year to focus on the specific needs of the child and family. Instructional techniques and additional learning experiences are discussed based on individual child goals.

### **Newsletters and Lesson Plans**

Newsletters and calendars will be sent home once a month to inform families of long-term projects, learning objectives, upcoming events, and classroom happenings. Weekly updates are often distributed to highlight important key events. Lesson plans are distributed and posted outside each classroom door to acquaint parents with the skills being developed within the classroom. Written communication can be in the form of a paper or electronic copy sent home in the child's school bag.

### **Parent-Teacher Conferences**

We understand the important role of the parent in a child's education. We value your support and insight and are honored to partner with you in support of your child's development and success. Parent teacher conferences are scheduled twice a year, with one being in the fall and one in the spring. Conferences are scheduled to meet mutual needs of parents and staff and are designed to last between fifteen and forty-five minutes. A report generated from the Teaching Strategies Gold on-going assessment will be used to discuss the child's progress across domains, create goals for continuous progress, and share anecdotal notes/work samples that support the child's growth and future learning objectives. Conferences may be held in person or remotely.

### **Classroom volunteers and visitors**

There are several opportunities to volunteer in and out of the classroom if you choose. Individual teachers will provide details of volunteer opportunities written in newsletters and posted throughout the year. Opportunities for family involvement may include: sharing a talent or hobby with the class, hanging or displaying children's artwork in the hallway, dictating a child's verbal story onto a computer, participating in a class event, providing recyclable materials for classroom projects or reading a story to the large group. Ask your child's teacher for more details. ***Volunteers must have a Michigan State Police background check before volunteering in the classroom.***

We welcome visitors to our building when circumstances make it safe to do so. When visiting our building, please keep the following procedures in mind:

- **All Visitors**, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.
- Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must obtain a tag identifying themselves as a guest and wear the tag on their outer clothing in a clear, visible location. All visitors must return to the main office and sign out before leaving the school.
- The district visitor policy can be viewed in its entirety in Board Policy 9400-R

### **Lockers, cubbies and school bags**

Each child will receive a locker, cubby and school bag. The locker and cubby are personal spaces for your child to keep belongings (coat, boots, etc.) during the day as well as a special place for artwork. Each child will receive a Little Hornet Preschool tote bag to be carried to and from school daily. This tote bag is a valuable component in our communication system. Tuition statements, notes home, children's artwork, permission slips, and any paper copies of newsletters/lesson plans will be placed in this school bag by teachers at the end of each school day. Parents are encouraged to send communication to school within this bag as well. This school bag should be the primary bag for school. An additional backpack is not necessary during the majority of the school year. A separate bag can be used for rest items as well as snow clothes, during applicable months.

### **Special Events**

Special events such as classroom parties, visits, or curriculum celebrations at the end of a teaching unit are scheduled throughout the year for enjoyment and to enhance classroom learning. Families will be notified in advance of these events through written announcements. As part of our enhanced safety measures, we will limit and/or stagger adult participation in class parties and events to pre-arranged volunteers. Teachers will have sign-up opportunities for parents interested in assisting.

### **Visual representation of student learning**

Children's work and photo documentation of classroom experiences will be displayed and distributed to families virtually to gain insight of the happenings throughout the school day. These will be located throughout the hallways, classrooms, and classroom emails for viewing and to encourage conversation between the children, family and teaching staff. Written parental permission for displaying a child's work is gathered during the registration process.

### **Parent education opportunities**

Throughout the year, family education events and meetings are planned. Topics may include typical child development, early childhood curriculum, preschool-wide assessment information, health and safety of the young child, etc. Family events vary in time and format. Information about the scheduling of these events will be found in individual classroom newsletters.

### **Data Analysis Team**

The Director, lead and associate teachers will participate in data meetings three times a year to analyze the needs of the children. Goals will be set and information will be shared with families and other stakeholders. Parents will be provided with suggestions for supporting their child's learning at home.

### **Program Data Sharing**

Data regarding student outcomes, program efficiency, and family satisfaction will be collected throughout the school year through various means. Program data will be shared at a minimum of two times during the school calendar year allowing stakeholders to reflect upon and provide input.

### **Opportunity for parent involvement in Community Partnerships**

- **School Readiness Advisory Committee**The purpose of the School Readiness Advisory Committee is to work collaboratively with community agencies and families to ensure that children and families are provided with information and tools to successfully enter school; that schools are prepared for children and families; and community resources are aligned to support children, families and schools. For additional information on the history and purpose of the School Readiness Advisory Committee, please visit <http://inghamgreatstart.org/school-readiness/>
- **Great Start Collaborative Parent Coalition**Operating since 2006, the Ingham Great Start Family Coalition is a network of parents, parent organizations, caring adults, and family members who share resources and information so EVERY child ages 0-8 years old is ready to succeed in school and in life. The Ingham Great Start Family Coalition provides a “customer” perspective to members of the Ingham Great Start Collaborative (GSC). They help plan and support [Ingham's Action Agenda](#): that EVERY child ages 0-8 years old is ready to succeed in school and in life. Because parents are children's first teachers, parent voice is important to the work of the GSC. The Family Coalition helps parents use their family “story” to advocate for their children and also for services they need in their community. Food and childcare is provided at meetings. For more information, please visit <http://inghamgreatstart.org/parent-coalition/>

## **Preschool Child Assessment**

Little Hornet teachers, in cooperation with a student's family, conduct several assessments throughout the school year. Screening and assessment tools are chosen based on their evidence-based content and norms as well as their developmentally appropriate nature of implementation. Assessments are completed at the beginning of a school year and then on-going throughout the school year to monitor the child's growth in all domains, identifying areas of strength and needs. Results from assessments are communicated to families in a timely manner and used by teachers to intentionally plan learning experiences for the child.

### **Ages and Stages Questionnaire**

You and your teacher will work together to complete the *Ages and Stages Questionnaire* at the beginning of the school year. The Ages and Stages Questionnaire is a parent-completed questionnaire designed to help parents and teachers check their child's development. Parents can learn more about what to expect their child to be able to do at each stage of development. If results of this screening suggest further evaluation may be needed, a referral through Build Up Michigan. Or Williamston Special education will be initiated. Little Hornets teachers will support parents by answering questions, facilitating the process, and on-going follow up discussions to support families and the child's development.

### **Teaching Strategies Gold**

Teaching Strategies Gold will be used as an on-going child assessment throughout the school year. This is a research-based assessment tool that uses observed anecdotes to track children's progress in the following areas: Social/Emotional, Physical, Language, Cognitive, Literacy and Mathematics, Science and Technology, Social Studies, and The Arts. Each child's progress will be shared with families three times a year; in the fall, winter, and end-of year.

### **Preschool Early Literacy Indicator (PELI)**

Three times a year, Little Hornets teachers will assess each child using the Preschool Early Literacy Indicator (PELI). This is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The assessment is designed to identify the developmental level each child has acquired with intent to provide the instructional support needed to strengthen literacy and improve future reading outcomes. The results of this assessment will be shared with families at conferences and/or through a send-home document each time it is administered.

## **Section 3**

### **Kids' Corner and Kids' Camp**

#### **Kids' Corner Inclement Weather Policy**

Kids' Corner childcare makes every effort to remain open when Williamston Community School District closes due to inclement weather and/or unsafe road conditions. To support safe travel of staff members to the building, the program will delay opening until 7:30 am on these district closure days and will maintain typical closing hours of 6:00pm. In the event road conditions pose serious concern for the safe travel of Kids' Corner staff members or enrollment is not sufficient to remain open, Kids' Corner may close for the day. District closure announcements are made via the school messenger system for both phone and email as well as reported on local news stations. Kids' Corner operations for that day will be stated within this announcement. Care on school cancellation days is available for any student enrolled in the Kids' Corner before or after school program

#### **District no-school days and holiday breaks**

Kids' Corner is open for childcare on most days the district closes for scheduled no school days, teacher professional development, and holiday breaks. Kids' Corner will release a program calendar to indicate days of operation each fall. Advanced registration is required for care on these days as space may be limited. Registration information will be distributed a minimum of two weeks prior to the scheduled no school day

#### **Transitions between Kids' Corner and Elementary day**

- Before care- Kids' Corner teachers will support a smooth transition for the elementary student's day by escorting them over to the elementary campus. Elementary students can choose to have breakfast before the school day begins or go directly to assigned class meeting location
- End of the day elementary dismissal
  - Kids' Corner teachers will support a smooth transition for the elementary students after school by greeting at the designated grade level area, taking attendance, and escorting students back to Kids' Corner classrooms.
- PikMyKid- PikMyKid is the system used across the elementary campus to identify the student's mode of dismissal at the end of each day. Families are required to ensure that the correct dismissal location of Kids' Corner is updated for every day in which the student is in after school attendance.
  - If changes to the schedule are to occur. Please update the Pikmykid app no later than 2:30 in the afternoon to ensure time for office staff, classroom, teacher, and Kids' Corner staff to make any necessary adjustments to support your student.

#### **Curriculum Statement**

Students in our after-school program will engage in a variety of daily experiences. Outdoor time will be provided daily to balance the need to move. Supplemental activities such as group games and arts

and craft projects are available daily. Classroom materials will be dedicated to the age of the learner and may include legos, board games, iron beads, or pretend play supplies. Classroom lesson plans are posted within the classroom environment that intentionally plans for the following areas of a school-agers development.

- **Social-Emotional**-Social and emotional health and well-being is important for the school age student and is intentionally crafted into routines, daily schedules, school rules, and curriculum. The Second Step for Out-of-School-Time curriculum is used to create engaging and applicable lessons.
- **Physical**- Flexible spacing and scheduling will allow the school-age student to choose a location for their desired activity level. Outdoor and/or gym time is available by choice in both the before and after school time.
- **Creative expression**- Materials to support creative expression are available for both independent as well as structured projects. Dramatic play opportunities are available daily within the classroom and outdoor environments.
- **Academic and Science, Technology, and Mathematics (STEM)**- Kids' Corner experiences are developed to challenge a student intellectually while providing a more flexible structure and delivery than in a student's typical school day classroom. Classroom experiences are balanced between intentionally planned teacher facilitated and the student initiated. Materials are designed to promote problem solving and critical thinking. Examples include legos, blocks, robots, electronic circuit boards, and teacher-initiated challenges. An opportunity to read or complete homework is available for the student's choice.
- **Character Development**- Developing good character is essential for children to thrive. Our character education program focuses on fostering core values that will help students become responsible, respectful, and compassionate individuals. These key values of respect, responsibility, cooperation, compassion, and fairness are woven through all components of the students' experiences including activities, materials, and adult-student conversations.
- **Culture**- A student's cultural background is a valuable asset to the learning environment. We strive to integrate cultural elements into our lessons in a way that is both respectful and engaging for all students. Curriculum integration includes selecting themes and topics, multicultural resources, and student input that celebrate individuality.

### **Daily experiences**

Students have differing needs and activity levels throughout their time at Kids' Corner. Careful consideration is used to develop daily schedules to allow for flexibility in movement and location. (Daily schedule in Appendix A)

- Before school care
  - Students begin their day in a relaxed environment using materials from the classroom. Students may eat a "peanut-free" breakfast brought from home during this time.
- After-school care
  - Transition from the elementary school
  - Bathroom break and snack (program provided)
  - Short transitional break with reading time (about 15 minutes)

- Outdoor or gym time
- Centers: planned activities and materials appropriate for each age group

### **Student voice**

At Kids' Corner, we believe that a school age students' voice is an important component of the program. Students are empowered to be active contributors to the program as teachers seek student input in the programs' schedule and routines, classroom environment, and activities. Students are active participants in the planning of classroom experiences by generating ideas to incorporate into weekly lesson plans and collaboratively maintaining a healthy and stimulating environment. We believe that by listening to our students and valuing their input, we can create a more positive and engaging learning environment for everyone.

### **Cooperation and sportsmanship**

Cooperation and sportsmanship are encouraged throughout the indoor and outdoor environments. Group games that foster teamwork over competition are facilitated. Teachers often facilitate games and provide equipment based on the following beliefs:

- Every kid has the opportunity to play every day.
- Kids get to choose to play and to choose to play games that make them happy.
- Adults can be partners in play alongside students.
- Play should be joyful, free, and inclusive of all children.

## **Section 4: Registration, Enrollment, and Tuition**

Registration for all Kids' Corner, Kids' Camp and Little Hornet Programs occur in the spring prior to the summer camp season or the upcoming school year. A staggered registration timeline is communicated, with currently enrolled families having priority. All programming has limited capacity and is filled on a first-come basis.

### **Little Hornet Preschool Information**

#### **Admission Policy-Preschool**

Little Hornet tuition classes enroll children who are 3 or 4 years in age. A student must be 3 years of age by August 15 of the school year to enroll. Children awarded a Great Start Readiness grant must be 4 years of age by December 1 of the school year for eligibility. Little Hornets participates in a common application system through Ingham Intermediate School district to determine eligibility for tuition assistance in the form of a PreK for all grant. All families must go to [www.inghampreschool.org](http://www.inghampreschool.org) and complete a preschool application prior to filling out a Little Hornet specific registration form. Children can attend Little Hornets Preschool only after completing required forms and paying both the registration fee and down payment. Children must be toilet trained (tuition only) . Grants may be available for children who are four years-old by December 1<sup>st</sup> and reside in an Ingham County School District. Please call for more information. Little Hornet Preschool does not discriminate based on gender, race, ethnicity, or ability.

#### **Little Hornet Preschool Registration**

To inform the community of information regarding the preschool, Little Hornets distributes flyers, newsletters and emails and posts in community businesses and newspapers. Class lists will be compiled in June for the upcoming school year. Children currently enrolled will have first choice of classes for the following year. Tuition class lists will then be established on a first-come, first-served basis. If appropriate, a waiting list will be kept. Class enrollment into PreK for All (GSRP grant awards) full-day programs for 4 year olds will begin in late April/early May. Class assignments will be initially prioritized based on need and then on-going until class capacity is reached.

The following must be completed and submitted prior to the start of school:

- registration form and parent contract
- child information record
- health appraisal form and immunization record
- permission form
- registration fee, tote bag fee and down payment (for tuition students)
- birth certificate

#### **Withdrawal from Preschool**

- Prior to school starting:

- Notice must be received by August 1 in order to receive a refund of your down payment. The registration fee is non-refundable.
- During the school year:
  - Parents may withdraw their child from the preschool program at any time. A two-week notice given in writing or by telephone to the Kids' Corner Office is required. Parents are responsible for two weeks' tuition from the date they submit written notice. The down payment, bag, and registration fees are non-refundable.
  - In the event the child is having problems adjusting to the program, a conference will be arranged between the teacher, childcare supervisors and the parents. After the conference the parent has the right to withdraw the child if they decide.

### **Great Start Readiness Program Admission Policies (Full-day classes for 4 year olds)**

All families are asked to fill out a preschool application at [www.inghampreschool.org](http://www.inghampreschool.org). If families qualify for grant funded preschool through the Great Start Readiness Program (GSRP), they will be notified after June 1<sup>st</sup> when placement into classrooms begins.

- Procedures for Selection, Placement and Enrollment
  - Preschoolers must meet income and qualifying factors according to the Great Start Readiness Guidelines. Preschoolers must be 4 years old by September 1<sup>st</sup> (a provision exists for those students who will be 4 years old by December 1<sup>st</sup>) and plan on attending Kindergarten the following year. A waiting list will be established as needed.
  - Children are not excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.
- Grant eligibility must be verified with the submission of the documents below:
  - proof of income
  - copy of health insurance card
  - proof of residency

## **Kids' Corner Child Care/ Kids' Camp Information**

### **Admission/Registration Policy**

Before and after school care is available to students preschool through age 12. Families may register for these services by completing a registration packet located in the KCLH office. The following information must be completed prior to starting:

- Child Information Record
- Parent Contract
- Health Statement
- Parent Notification of Licensing Notebook
- Parent Permissions Form

Registration for summer programming begins in March. Registration for before and after care programs for the upcoming school year will begin in April. Enrollment is filled on a first come basis.

Enrollment will remain open until the program has reached capacity. Due to the structure of the program, capacity enrollment will be reached at different times for the age groups/grade levels.

Kids' Corner and Little Hornet program enrollment may occur throughout the year as space within the classroom allows. To support a smooth classroom transition, a minimum of five business days will be required between the receipt of all enrollment paperwork and the student's program start date.

## **Tuition and Fee Information**

### **Student tuition accounts**

Upon registration for any Kids' Corner Child care, Little Hornet Preschool, or Kids' Camp program, a family account will be created for you via ProCare, our program's child care management software system. Access to your student's tuition statements, invoices, receipts of payments made to the program, and end-of-the-year tax documents is available to you through the family portal.

### **Little Hornet Preschool tuition schedule**

Tuition may be paid in full before classes start or in nine equal payments. The first payment is due in August. The remaining eight payments are due by the third Thursday of each month (September through April). Statements will be distributed to the classrooms one week before the due date.

### **Kids' Corner tuition schedule**

Tuition for Kids' Corner Child care is paid three weeks in advance of care in two-week increments. Invoices will be sent via the family portal in the student's ProCare account. Statements for care

### **Registration Fees**

Non-refundable registration fees of \$50/child or \$90/family are collected for Little Hornet Preschool and Kids' Corner child care yearly. A \$15 non-refundable fee per child is collected at the time of Kids' Camp registration. Additionally, a \$100 down payment and \$7.50 tote bag fee will be assessed at the time of Little Hornet registration. The tuition down payment and tote bag fee is refundable up until August 1 prior to the start of the school year.

- A late fee of \$15.00 per ten (10) minute intervals will be assessed if your child is picked up after class ends. This late fee applies to both grant and tuition funded preschoolers.

### **Payments**

Payments for all programs must be kept up to date for continued enrollment. Payments can be made via credit card, automatic withdrawal, check, money order, or cash

- If a check is returned due to insufficient funds, a \$25 fee will be added to the student's account. Subsequent payment must be made in cash, credit, or money order.
- A \$2.50 process fee will be applied to all credit card payment and a \$1.00 processing fee will be applied to all ACH payments

### **Sibling Discount/Rate**

A sibling discount will be applied for families with multiple children enrolled simultaneously. A 12.5% discount will be applied to the first sibling and a 15% discount will be applied to each child thereafter. The discount will apply to the program with the lower fee.

### **Program fees**

Per the parent contract:

- Tuition payments late fees will apply at the close of business one day following the due date.
- A late fee of \$15.00 per ten (10) minute intervals will be assessed if your child is picked up after class ends. This late fee applies to both grant and tuition funded preschoolers.

### **Collection of Demographic Information**

All programs engage in the collection of family demographic information including family culture, home language, and/or home life. Information is collected through program specific registration forms and may be obtained through

- Ingham Intermediate School District Common Preschool Application
- Registration Information through Williamston Community Schools elementary enrollment packet
- Kids' Corner and Little Hornet Program registration forms

## **Section 5: Student Behavior Expectations and Discipline**

### **School-wide rules for learning**

KCLH has adopted four main school rules that are consistent through all classrooms, on the playground and within the common areas of the school. These rules are simple for children to understand and are taught in developmentally appropriate ways. Rules are intended to guide behavior for the protection of children's safety, health, property and rights.

Little Hornet Preschool school rules:

Be kind to others  
Be a good listener  
Be respectful of our materials  
Be safe and have fun

Kids' Corner/ Kids' Camp school rules:

Be kind  
Be safe  
Be cooperative  
Be respectful

An elementary campus-wide system of positive behavior and supports (PBIS) for student success has been established. In addition to the policies detailed below, all behavior expectations stated within the Discovery and Explorer student codes of Conduct apply to the time a student is engaged within Kids' Corner and Little Hornet programming.

### **Behavior matrix of rules and behavior expectations:**

Charts in the appendix identify our four classroom rules as well as the specific times in a student's day. Behavior expectations for each time period are identified to help promote positive behavior and learning at school. Each behavior is taught through hands-on, active and enjoyable learning experiences for the young child.

### **Supporting students in negotiating conflicts with peers**

Conflicts over materials and space, as well as differences of opinions do occur between students of all ages. This is a developmental part of becoming an individual. Children will learn positive ways to negotiate conflicts to ensure an individual's rights and safety are upheld.

Teachers in the classroom will support the child's learning through:

- Treating conflict situations with children matter-of-factly
- Approaching children calmly and stopping any hurtful behavior
- Acknowledging children's feelings and involving children in identifying the problem by gathering information from children and restating the problem
- Asking children for solutions and encouraging them to choose one together
- Giving follow up support when children act on their decisions

### **Discipline Policy**

The goal of our discipline policy is to encourage development of appropriate social skills and behaviors that will assist children in becoming a successful member of society. Any child participating in the preschool program will be treated in a respectful and nurturing manner. A positive method of

discipline will be used on an individual basis to help develop self-control, self-direction, self-esteem and a spirit of cooperation. KCLH may refer to the Discovery and Explorer handbooks regarding discipline policies for before and after school students.

Children will be guided toward self-discipline through skilled techniques that include:

- Setting clear guidelines and expectations, both verbally and in writing
- Redirection of potential problem situations by offering appropriate choices
- Responding to inappropriate behavior in a positive way by presenting reasons why the behavior is inappropriate and problem solving to find a solution or alternate behavior
- Enforcing limits with natural and logical consequences Helping children problem solve disputes
- Kids' Corner and Little Hornets Program will work in partnership with families and maintain open lines of communication between home and school to support the positive behavior of students. Behavior inconsistent with the school rules and expectations will be addressed and communicated immediately to begin a path to success.

### **Snap Suspension:**

In accordance with State law and Board of Education policy, snap suspensions may be issued by teachers in accordance with the following definitions, policies, and procedures. A teacher is authorized to immediately remove and suspend a student from a class, subject, or activity for up to one day for violation of the following inappropriate behaviors as defined by the student discipline code of conduct:

1. harassment/bullying and/or sexual harassment;
2. profanity/obscenity;
3. insubordination/insolence;
4. gross misbehavior.

Note: All other violations of school policy should be referred to school administration.

### **Snap Suspension Procedure**

1. The teacher must complete a referral form to inform administration of the suspension before the end of the class, subject, or activity.
2. The teacher must send the student being suspended (with an escort) to the office as soon as the student is removed from the class.
3. The teacher will contact the parent/guardian of the student by phone by the end of the day, or in writing within two school days, to request that the parent/guardian attend a conference to discuss the student's inappropriate behavior. An administrator will be present at the conference if requested. The school counselor, psychologist, or social worker shall also attend this meeting if requested by the parent/guardian or school.
4. The student shall not be returned to the classroom that day unless the teacher and administrator agree it is appropriate.
5. The teacher will maintain written documentation of the snap suspension and place a copy in the student's discipline file.

## Damages

Toys, games, and other equipment get more than a normal amount of use in our programs. Our staff will model appropriate ways of using these materials and equipment and request that your child respect our property. In the event that a child purposefully destroys toys or equipment, we may request that the child's family replace the items. **KCLH will not assume responsibility for loss or damage to personal belongings brought from home. Any toys or games brought from home are your child's responsibility.**

## **Section 6: Health and Safety Procedures**

The health, safety, and well-being of students, teachers, and families is a priority of the district and the program. The environment

### **Health Policies and Information**

#### **Health Records**

Each year, and upon enrollment children's health records will be reviewed. In accordance with childcare licensing regulations, all students will need to have a current health appraisal on file. Each student will also need to have their vaccinations up to date and/or waiver of vaccination on file. These documents keep the program compliant with childcare laws and regulations and provide a safe and healthy learning environment for all students. Childcare office staff and administration conduct audits yearly, and upon enrollment to ensure health records are current, and compliant. Each fall, we are required to report enrollment and vaccination/waivers to the state of Michigan. If your child is not current, you will receive a pre-generated letter indicating what vaccinations are needed and due dates, and you may also receive a phone call/email from program administration regarding the vaccinations the need to be brought to current. If you need additional resources, or information on vaccinations, you may contact the Ingham County Health Department at (517) 887-431. The program also works in partnership with the Ingham County Health Department to provide vision and hearing screenings. Based on those results, the Health Department may make referrals or recommendations to families and will assist in linking services between health care professionals and our families. These partnerships help promote awareness and advocacy in the event of a medical need.

#### **Nutrition information-Snacks and Meals**

Nutrition is extremely important to your child's healthy physical and mental development as well as providing productive energy within your child. Healthy snacks and lunches may improve your child's concentration, development, and individual disposition. All snacks provided by KCLH are "peanut and tree-nut" free and meet the Child and Adult Food Program guidelines. Snack menus are posted with the lesson plans, and substitutions are noted.

- To ensure the health and safety of all the children, additional food and snack items may not be brought in without prior approval from the classroom teacher. With prior approval, fresh fruits and vegetables can be brought from home to be served to the class.
- Students enrolled in a full-day classroom will eat lunch within the classroom setting. The Williamston Community School Food service department prepares lunch for students within the Great Start Readiness program at no cost to the family. School lunch is available for purchase for tuition-based students or a home lunch can be provided by the family.. All families are encouraged to complete the Free and Reduced lunch application during the initial orientation process.
- Lunches and water bottles supplied by the family are requested to be labeled with the student's name and date

Adaptations of classroom menus are not made for taste preferences, but will be made for medical reasons, cultural beliefs, or family dietary preferences. A conference will be conducted with classroom teacher and program administration, and if applicable the WCS district nurse, to complete a Parental Request for Specialized Diet form to support this conversation. This form will be added to the child's office and classroom file for the current school year. The form will then be updated yearly.

**Food Allergies/Sensitivities/Intolerances**

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the program setting if schools work with children, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

<p>Family responsibility</p>	<ul style="list-style-type: none"> <li>• Notify the KCLH Director and WCS district school nurse (if applicable) of the child's allergies.</li> <li>• Work with the director and classroom teacher to develop a plan that accommodates the child's needs throughout the program including in the classroom, in the gym, on the playground.</li> <li>• Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide.</li> <li>• Provide properly labeled medications and replace medications after use or upon expiration.</li> <li>• Educate the child in the self-management of their food allergy including: safe and unsafe foods, strategies for avoiding exposure to unsafe foods, symptoms of allergic reactions, and how and when to tell an adult they may be having an allergy-related problem.</li> <li>• Review policies/procedures with the preschool staff and the child's physician after a reaction has occurred.</li> <li>• Provide emergency contact information.</li> </ul>
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<p><b>School's responsibility</b></p>	<ul style="list-style-type: none"> <li>• Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.</li> <li>• Review the health records submitted by parents and physicians.</li> <li>• Include food-allergic students in preschool activities. Students should not be excluded from preschool activities solely based on their food allergy.</li> <li>• Work in cooperation with WCS school nurse and families to establish a prevention and emergency response plan</li> <li>• Assure that all staff that interacts with the student on a regular basis understand food allergy, can recognize symptoms, knows what to do in an emergency, and works with other preschool staff to eliminate the use of food allergens in the allergic student's snacks, meals, educational tools, or arts and crafts projects. This will be achieved through current, relevant trainings. These trainings will be required for the classroom staff.</li> <li>• Practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.</li> <li>• Store medications appropriately.</li> <li>• Review policies/prevention plan with KCLH staff, parents/guardians, and physician after a reaction has occurred.</li> <li>• Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.</li> <li>• Follow federal/state/district laws and regulations regarding sharing medical information about the student.</li> </ul>
<p>Student responsibility</p>	<ul style="list-style-type: none"> <li>• Should not trade food with others.</li> <li>• Should not eat anything with unknown ingredients or known to contain any allergen.</li> <li>• Should be proactive in the care and management of their food allergies and reactions based on their developmental level.</li> <li>• Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.</li> </ul>

**Illness Policy**

For the safety and well-being of all children and staff, children who are ill should not be at school.

**Please keep your child home if they have the following:**

- A fever of 100° degrees or above
- Vomiting within the last 24 hours  
Diarrhea within the last 24 hours (more than three abnormal stools)
- Contagious diseases (chicken pox, measles, impetigo, etc.)
- Head lice

- An infectious runny nose (thick, discolored mucus discharge)
- An unidentified rash
- Requiring one-on-one care

In addition to the above guidelines, please consider your child's activity level and demeanor when recovering from an illness. Even though the session may be brief, children can tire easily and become irritable when resuming activities following an illness. Children should not return to class until twenty-four hours have passed symptom free and free of symptom reducing medication (ie. Tylenol, Cough/cold medicine). *Children on antibiotics must remain out of class until they have been on the medication for at least twenty-four hours.*

### **Notification of Illness**

We request that you notify us if your child is ill and the nature of the illness. Please call 517-655-4637 to report an absence. In the case of communicable diseases, we will adhere to the Ingham County Health Department guidelines concerning re-admittance. If your child becomes ill at school, you will be notified. It is very important that you or another designated person pick up your child immediately as we have no area to isolate a sick child. If you are unable to leave your job, you must arrange for assistance from another person designated to pick up your child. For the benefit of the sick child, as well as for the other children and teachers in the class, please ensure this is a local person.

### **Medication Procedures**

Only staff may administer medications, to include oral and topical. Medication forms must be completed by the child's parent or guardian. Prescription medication must be brought in the original container with the child's name, name of the medication, physician's name, instructions and dosage written on the original pharmacy label. This medication will be given in accordance with those instructions and kept out of the reach of children. Non-prescription medications (Tylenol, ointments, etc.), which the parent or guardian provides, also require the completion of a medication form and will be administered according to manufacturer labels. You are responsible for providing liquid measuring syringes, spoons, or cups for dispensing medication. *This medication policy does not apply to first aid emergency treatment.*

### **Student Medical Plans**

Medical action plans are developed in cooperation with the WCS district nurse, classroom teaching team, program administration, and the family to support an on-going diagnosed or suspected student health concern. This plan will address potential symptoms, response actions, and emergency contact procedures.

## **Safety Policies and Information**

### **Student release**

The safety and security of all our preschool children is our first priority. Therefore, **we will ask for identification of any unknown person picking up a child. We will not release a child to any**

**adult who appears to be under the influence of alcohol or drugs.** This procedure is in the best interest of the child, and your understanding and cooperation will be greatly appreciated. We will not release a child to anyone without a note or call from the parent (this includes persons listed on the child's emergency card). It is to your child's benefit that you keep the teacher up-to-date on telephone numbers, emergency numbers and other pertinent information.

### **Emergency Seclusion and Restraint**

This program follows the emergency seclusion and restraint policy adopted by the Ingham Intermediate School District. Emergency seclusion is not allowed in preschool settings and in an emergency situation requiring physical restraint the program will ensure that all legal procedures will be followed including submission of the required documentation by the Michigan Department of Education. Please contact the program office if you wish to obtain a copy of the full policy.

### **Injuries and Emergency Care**

Good safety measures and guidelines are a portion of our daily curriculum. Staff members are certified in Red Cross First Aid and CPR. In case of accidental injury, the staff will make an immediate assessment of any injuries. In the case of a severe accidental injury, staff will administer basic first aid and if needed obtain emergency medical treatment. Parents or guardians will be notified immediately of the injury and what steps have been taken. Until you or emergency medical services arrive, the lead teacher will be in charge and make all decisions concerning care in the child's best interest. It must be documented, in writing, if the parent does not want us to follow these procedures. A written injury report will be completed for all injuries, and the parent will be given a copy.

Minor injuries (cuts, scrapes, abrasions, etc.) will be cleaned with soap and water only and if needed, a bandage applied. Bumps and bruises will be treated with an ice pack. Medication creams, supplied by the parent, will not be applied unless a medication permission form has been completed authorizing staff to apply the medication.

### **Custody Situations**

All parental rights are respected. For the safety and well-being of students, either parent has the right to access their child.

For custody situations,

- Presented certified court documents will dictate parental access
  - It is the parent's responsibility to provide the program with the most recent set of custody orders. We will not honor parent requests that violate the custody order
- A parent must be listed on the birth certificate or provide one of the following documentations:
  - Divorce Judgment
  - Affidavit of Parentage
- Parents must always conduct themselves in an appropriate manner.

## **Emergency Drills and Procedures**

1. Evacuation (fire) drills will be held regularly during the year to ensure that children and staff understand proper procedures. Written emergency procedures and evacuation plans are posted in each classroom. In the event of an evacuation, Kids' Corner and Little Hornets children and staff will move to the Williamston Middle School, 3845 Vanneter Road, Williamston. Families will be notified via email and phone calls should evacuation occur
2. Tornado drills will be held during tornado season. In the event of a tornado, students will be kept at school until the "All Clear" is given. Families will be notified via email and phone calls should such an event occur. Students will be released to parents who arrive to pick them up
3. School safety drills will be conducted a minimum of three times per year. A general notification will be distributed to families the week prior to the drill.

## **Child Protection Law: Abuse and Neglect**

The Child Protection Law, Act 238 of the Public Acts of 1975, effective 4/1/85, requires that all childcare providers have a legal obligation to report suspected cases of abuse or neglect. While there are some types of injuries or conditions that are presumed to be evidence of abuse or neglect and thus require reporting whenever they occur, most require the exercise of judgment on the part of individuals when reporting obligations. Staff focus will always be on the safety and well-being of the child. Suspected cases of abuse or neglect must be reported to the Child Protection Division of the State of Michigan Department of Human Services.

## **Comprehensive background check of all KCLH employees**

Williamston Community Schools and KCLH-programs require a Comprehensive Background Check on all employees and volunteers. This is renewed as required by the Department of Licensing and Regulatory Affairs.

- A staff member or volunteer shall not be present or have any unsupervised contact with a child who is in the care of the center until documentation is provided verifying he/she has not been named a perpetrator of child abuse and neglect.
- A staff member or volunteer shall not be present or have any unsupervised contact with a child who is in the care of the center if he or she has been convicted of any of the following:
  - Child abuse or neglect
  - A felony involving harm or threatened harm to an individual within the past 10 years immediately preceding the date of hire
  - Registered on the Public Sex Offender Registry (PSOR)

## **Section 7: General Program policies**

### **Visitors**

We welcome visitors to our building when circumstances make it safe to do so. When visiting our building, please keep the following procedures in mind:

- **All Visitors**, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.
- Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must obtain a tag identifying themselves as a guest and wear the tag on their outer clothing in a clear, visible location. All visitors must return to the main office and sign out before leaving the school.
- The district visitor policy can be viewed in its entirety in Board Policy 9400-R

### **Confidentiality**

KCLH staff respect the privacy of all children and families. Information given to us will remain confidential including registration information, child assessment records and income information. Conversations between staff and parents regarding sensitive issues about learning, social, emotional, and physical development will be kept confidential and conducted in private. Written permission will be obtained before any family information is shared on class lists or websites. Your child's privacy will be protected by using only first names when work is on display and names will not accompany photographs. Parents and family members of registered preschoolers must also maintain confidentiality regarding other students, staff and incidents that occur within Kids' Corner and Little Hornet programs.

### **Pets**

We know you love your pets and consider them to be part of the family. However, in the interest of safety, we ask that you do not bring dogs or cats onto school grounds or into the school. If you must bring your pet with you when you pick up your child, please leave it in the car or wait at the end of the driveway.

### **Service Animals**

Service animals are allowed on district property (district policy #5032) to assist individuals with disabilities. Animals might be present in a wide variety of locations throughout the school day, to include buses and before and after school events. Should you have questions or concerns regarding the authorization or use of service animals, please contact the building principal.

### **Inclusive practices**

- Each and every child has unique and individual needs in learning, health and development. The teachers of KCLH strive to include all children in every aspect of the day to promote a

positive learning environment of acceptance and awareness of similarities and differences. Classroom environments of mixed age groups and developmental learning levels are viewed as communities. Each community of children, teachers and families work, play and learn together focusing on cooperation, empathy, communication and respect. Teachers demonstrate respect for each family and child by collaborating to address individual learning and health needs while maintaining strict confidentiality. We will ensure that access to all learning centers are easily accessible and free of hazards or barriers for every community member. We are proud of our collaborative partnership with the Williamston Community Schools Special Education Department which provides additional resources for children with identified learning needs and on-going professional development for teachers. Individual education goals are incorporated within the general classroom curriculum where children can learn through play and peer interactions.

- Kids' Corner and Little Hornets strive to provide an equitable program for families. Additional support will be provided to ensure families can equally access registration and enrollment information. The translation of written materials is supported through Williamston Community Schools and verbal conversations can be supported by the Ingham Intermediate School district personnel.
- Kids' Corner and Little Hornet Programs embrace the dual language learner within the classroom. Using a student's home language (both verbal and non-verbal) within the classroom has benefits including language skills, social skills, and a positive self-image and will be encouraged during greetings, play, transitions, and daily conversations. Student support may include, but not limited to, visual labels, non-verbal forms of communication, encouraging home language during play and routines, and teacher-facilitated interactions between peers.

## **Transitions**

Transitions and changes can create a variety of emotions in a child or parent. Emotions can range from excitement and joy to anxious and even scared. At KCLH, we strive to help children and families make smooth and enjoyable transitions into our program, between classrooms, ~~and~~ on to new learning adventures in Kindergarten, and the daily transition between the program and elementary school.

- As children and parents enter the program, teachers provide written and verbal information to help families understand all aspects of the program. Many events are then scheduled to slowly ease the child and parent into the classroom at a pace they are comfortable with. We work with individual children and families who may need additional transition strategies to ensure comfort in the new environment.
- Children may transition between classrooms from year to year based on their enrollment choices. We continue to help parents and children to feel safe, comfortable and confident in their new classroom environment. At the onset of the school year or upon enrolment, information regarding safety will be distributed in a variety of formats
- As children and families exit our program and move to the new learning adventure of Kindergarten, we continue our support and guidance. KCLH works in cooperation with the Williamston Community Schools Kindergarten teachers to provide information on registration

and parent meetings. Teachers also help children gain comfort levels in the classroom environments through visits, tours and Kindergarten buddy class experiences.

- The daily transition of school-age learners between the program and their elementary classrooms is also carefully planned to support the student's well-being and safety. Kids' Corner teachers facilitate the transition to and from to support with emphasis on a child's comfort and confidence, ensuring a fresh start to their school day while also greeting with a welcoming atmosphere at the conclusion of their school day as well. Attendance is taken to ensure that all students are accounted for.
- Transition information to support positive program placement may be transferred between Little Hornet and Kids' Corner programs as well as the elementary school. This information will be used to support student success in all environments.

### **Classroom activities and attire**

Children will engage in a variety of active and quiet activities both indoors and outside throughout the school day. Comfortable play clothes enable them to participate in all activities offered. *Please label all clothing.* Smocks will be provided for messy experiences. In the event of an accident, access to an extra set of clothes is also encouraged. These may be stored in the child's school bag or cubby/locker.

### **Outdoor Policy**

Spending time outside is an important part of the student's day. Great Start Readiness Program guidelines require children to be engaged in a minimum of thirty minutes of outdoor play where they can be active and physical. This includes but is not limited to running, jumping, climbing, etc. The outdoor environment is an extension of the classroom and provides students with many opportunities to explore and continue to build social skills. Please see the Kids' Corner office if you need assistance obtaining appropriate clothing for weather conditions outlined in this policy.

- Rainy Days: Teachers will plan indoor activities. When the weather is only damp or misty, children usually go outside, at least for a short time.
- Wind Chill: If the wind chill factor is below 10 degrees children will remain indoors. On most snowy days however, children go outside. Children should come to school appropriately dressed so they can enjoy playground activities.
- Heat Index: During warm weather, staff will check the heat index to determine safe conditions to play outside.

### **Grievances**

Families who have a complaint or disagreement with a decision or policy made in the classroom should:

1. Send a detailed email or note to the classroom teacher describing the situation. The teacher will respond in writing or by email within 48 hours of receiving the information and attempt to resolve the situation.

2. If the family does not feel the situation has been resolved in writing, the family should request a face to face conference with the teacher to discuss the situation further.
3. If the family does not feel the situation has been resolved, an email or written description of the situation should be sent to the Kid's Corner Director. The director will meet with the teacher to discuss the situation and will follow up with the family within 48 hours of receiving the complaint. The director will attempt to solve the situation according to the best interest of the child.
4. If the family does not feel the matter has been resolved following contact with the director, an email or written description of the situation should be sent to the Superintendent of Williamston Community Schools. The superintendent will meet with the director to discuss the situation and will follow up with the family within 48 hours of receiving the complaint. The superintendent will attempt to resolve the matter according to the best interest of the child.
5. The grievance process ends at the Ingham Intermediate School District level. Please contact the Director of Preschool Instruction at 517-676-1051.

### **Parent Notice of Program Measurement**

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

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law. If you have questions, please contact:

1. KCLH, 420 Highland Street, Williamston, MI 48895
2. The MDE Office of Great Start, Early Childhood Education and Family Services, at [mde-gsrp@michigan.gov](mailto:mde-gsrp@michigan.gov), 517-373-8483, or 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

Additional program measurement will occur at the program and classroom level to understand the quality and effectiveness for students, family, and staff. Family satisfaction surveys are distributed at least yearly. Feedback is then used as a component of our internal program analysis process.

### **Non-Discrimination Policy**

The District does not discriminate on the basis of race, color, national origin, ethnicity, sex (including gender identity or expression and sexual orientation), age, height, weight, familial status, marital

status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment.

Any questions or concerns regarding compliance with this policy may be directed to the following person:

Dr. Adam J. Spina, Superintendent  
Williamston Community Schools,  
418 Highland St., Williamston, MI 48895  
(517) 655-4361 [spinaa@gowcs.net](mailto:spinaa@gowcs.net)

### **Title IX Policy**

The District prohibits unlawful sex discrimination, including harassment and retaliation, in any educational programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations.

Any questions or concerns regarding compliance with this policy may be directed to the following person:

Mrs. Deb LaFleur  
Williamston Community Schools  
418 Highland St., Williamston, MI 48895  
(517) 655-4361 [campbek@gowcs.net](mailto:campbek@gowcs.net)

### **Homeless Students Due Process and Procedural Safeguards**

The McKinney-Vento Homeless Education Program and board policy ensure the educational rights of homeless students. The District emphasizes the rights of homeless students to equal access to all educational programs and services for which they are eligible including transportation.

For further clarification or information contact:

Dr. Adam Spina, Williamston Community Schools Superintendent at 517-655-4361

## Section 8: Appendix A

### Little Hornets Preschool Daily Schedule

Time of day	Description of the children's and adult experiences during this time
Morning meeting	Morning meeting sets the tone for our school day. Children and teachers gather to review the schedule of the day and reunite as a group. An interactive morning message is read greeting children, describing our day, and posing an interactive question for discussion.
Small groups with planning time	Small group time is a focused learning time for children and adults. Small groups are established and remain consistent for several months. Skill development in the areas of literacy, mathematics, early drawing and writing, and critical thinking are the focus. Manipulative toys and engaging materials are used to support skill development. Teacher directed groups complete tasks at different times and gradually transition to the free choice period. Prior to going to free choice, children will engage in planning for their free choice time. Adults use a range of strategies to support children's planning (props, microphones, drawing, etc.) Children indicate where they would like to start the free choice playing and what they intend to do.
Free choice	Classroom areas are divided into learning centers for children and adults to flow freely throughout this time period. Children choose which centers to participate and how they wish to utilize the materials. Adults participate as partners in play and scaffold children's learning through conversation, open-ended questioning, and engaging in play with them.
Recall	Recall time is an opportunity for the child to reflect upon their day and share those ideas with others. Children can choose from a variety of strategies in which to recall their daily events some of which include using verbal discussion, physical movements, or drawing.
Bathroom break and snack	Independence is built into this portion of the day by the child completing the bathroom transition as independently as possible with adult support as needed. Children learn the importance of handwashing and healthy habits as they transition to the snack tables. Snack is served family style with children serving themselves portions from common containers. Children pour their own juice and assist in the clean-up process as well. Snack is an enjoyable time where children and teachers eat and converse together.
Large group	Large group is an opportunity for children and teachers to come together for the whole group's enjoyment. Stories are read aloud, brainstorming and recording children's ideas or knowledge about a study topic.
Music and classroom jobs	Classroom jobs are chosen by children at the beginning of the day and carried out throughout the daily routine with teacher support when needed. Any job not completed throughout the day is completed now. Music is also chosen by the children which includes a variety of dancing, movement, and singing songs.
Heggerty word game	Heggerty is our phonological awareness curriculum. Practice occurs daily in large group led by teacher with choral response from the children
Outside/ gym	Outside time occurs daily for children to engage in large motor physical activity. Children and teachers run, jump, skip, hop, climb, and experiment with a variety of ways of moving. Children are encouraged to take safe risks and teachers support this by engaging in play, supporting children in their quest to try new physical movements with words of encouragement and talking them through new moves.

## Little Hornets Preschool Sample Full-Day Daily Schedule

9:00-9:15	Arrival/bathroom	12:25-12:55	Lunch
9:15-9:30	Welcome and Read aloud	12:55-1:20	Table top choices/Bathroom
9:30-10:00	Outside/Gym	1:20-2:20	Rest
10:00- 10:10	Music and Movement	2:20-2:30	Bathroom
10:10-10:20	Connect	2:30-3:00	Outside/Gym
10:20-10:35	Small group and Planning	3:00-3:35	Choice time/Snack/Small group
10:35-11:50	Free choice/Snack	3:35-3:45	Clean up
10:50-12:00	Clean-up	3:45-3:55	Fast focus/Read aloud
12:00-12:05	Recall	4:00	Dismissal
12:05-12:25	Second Step/Heggerty		

## Little Hornets Preschool Sample Half-day Schedule

### Morning schedule

9:10-9:20	Arrival
9:20-9:40	Welcome and read aloud
9:40-10:40	Planning and Free choice
10:40-10:50	Recall and Connect
10:50-11:05	Small group
11:05-11:25	Bathroom and snack
11:25-11:35	Heggerty
11:35-12:05	Outside/gym
12:10	Dismissal

## Little Hornet Preschool Behavior Matrix

	Circle Time	Snack	Gym	Small Group	Free Choice	Hallway	Bathroom	Rest	Playground
<b>Be Kind to Others</b>	<p>Keep hands on your own body</p> <p>Take a turn and give an object gently</p> <p>Raise your hand and keep your mouth closed until it's your turn to talk.</p>	<p>Pass basket/food gently to a friend</p> <p>Invite a friend to sit next to you</p> <p>Talk to the friend at your table in a soft voice</p> <p>Use "please" and "thank you" when asking for what you want and need</p>	<p>Take turns</p> <p>Share a toy</p> <p>Invite a friend to play</p> <p>Use kind/positive words to encourage friends</p>	<p>Help a friend complete a project if they ask for help</p> <p>Share materials</p> <p>Use kind words to ask for what you want and need</p> <p>Show a friend your work</p>	<p>Take turns and wait for a friend</p> <p>Ask a friend for help</p> <p>Invite a friend to play</p> <p>"Can I play with you?" Listen and respond using kind words</p> <p>Solve problems together using words</p>	<p>Gentle hands</p> <p>Silent wave to a friend in the hallway</p> <p>Go to the end/back of the line when you are ready to go</p>	<p>Wait on the line until a toilet/sink/stall is open before using</p> <p>Tell a friend when you are done and it is their turn</p> <p>Use kind words like "thank you" and "I am done"</p>	<p>Walk around a friend's mat to keep it clean</p> <p>Use the self-calming strategies</p>	<p>Invite a friend to play</p> <p>If a friend falls down or hurts, say, "Can I help you?" or "Stop!"</p> <p>Play tag: touch and let go</p>
<b>Be a Good Listener</b>	<p>Eyes watching</p> <p>Ears listening</p> <p>Voice quiet</p> <p>Body Calm</p>	<p>Eyes watching who is talking</p> <p>Have a conversation with a friend</p> <p>Use a quiet voice</p> <p>Take a turn when talking</p>	<p>Eyes watching who is talking</p> <p>Ears listening to voices and noises around you</p> <p>Use inside voice when playing</p>	<p>Eyes watching who is talking</p> <p>Ears listening to who is talking</p> <p>Use an inside voice</p> <p>Body calm in your chair</p>	<p>Eyes watching who is talking</p> <p>Ears listening to the person who is talking</p> <p>Use an inside voice</p>	<p>Ears listening</p> <p>Quiet voices</p> <p>Body calm</p>	<p>Ears listening for words or toilet flush</p> <p>Quiet voice</p> <p>Body Calm</p>	<p>Voices are off</p>	<p>Stop your feet/body when listening</p> <p>Look</p> <p>Listen to a friend's ideas</p>

## Little Hornet Preschool Behavior matrix (continued)

	Circle Time	Snack	Gym	Small Group	Free Choice	Hallway	Bathroom	Rest	Playground
<b>Be Respectful of our materials</b>	<p>Toys and books stay on the shelves</p> <p>Pass a toy to a friend</p> <p>Friend waits until a toy is given</p>	<p>Take one cup, napkin, or straw when needed</p> <p>Put all your snack items in the garbage when you are done</p> <p>Look at the table and floor and pick up what you see and put it in the garbage</p>	<p>Keep toys in the designated cone area</p> <p>Clean up toys when done</p> <p>Cones are not toys, cones stay where they are</p>	<p>Use materials with gentle hands</p> <p>Put materials away when finished</p>	<p>Put toys away when you are done (after play and when at group clean up time)</p> <p>Touch toys gently</p> <p>Cares are for moving around each other</p> <p>Choose toy from shelf/basket to begin play</p>	<p>Keep hands and body away/off of the artwork in the hallways"</p> <p>"Hands down"</p> <p>"Hands on hips"</p> <p>Keep eyes open and looking around for things</p>	<p>Use 2 squirts of soap</p> <p>Use 3 pulls of paper towels</p> <p>Flush toilet when done</p> <p>Turn off the water when done</p>	<p>Snuggle with a stuffed animal</p> <p>Keep toys on the shelf</p>	<p>Wood chips stay on the ground</p> <p>Park bikes along the path when done</p> <p>Put sidewalk chalk in the bucket when done</p> <p>Balls stay in the grassy area</p> <p>Put toys in bin when done</p>
<b>Be Safe and Have Fun!</b>	<p>Sit on your bottom in your own square</p> <p>Look at feet when walking so friend's hands stay safe</p>	<p>Sit on your bottom in a chair with your feet on the floor</p> <p>Eat food from your own napkin</p> <p>Wash hands before and after eating</p> <p>Keep all your legs on your chair on the floor when sitting</p>	<p>One person jumping on hurdles, on scooter, mat, or bike at a time</p> <p>Walk when entering gym and clean up time</p> <p>Call a friend's name before throwing ball</p>	<p>Sit in your chair on your bottom with all chair legs on the floor.</p> <p>Use encouraging words when talking about a friend's work.</p>	<p>Walk in the classroom.</p> <p>Stay in the classroom. Leave only with a teacher.</p> <p>Gentle hands with friends and toys.</p> <p>Look at your feet when walking around toys</p>	<p>Gentle hands</p> <p>Walking feet</p> <p>Leave a space between your body and a friend's body.</p> <p>Walk with an adult when arriving or leaving the school</p> <p>Open and shut locker gently watching for fingers and friends</p>	<p>One person using the toilet/stall/sink at a time</p> <p>Unlock and use the door when entering and exiting the stall</p> <p>Walking feet on the floor</p> <p>Wash hands after using toilet</p>	<p>Walk around other's mats</p> <p>Stay on your mat and body calm and relaxed</p> <p>Eyes shut</p>	<p>Two finger touch and let go</p> <p>Climb up ladder and slide down slide on your bottom</p> <p>Stay inside the playground</p> <p>Climb on black and yellow climber</p> <p>Walk around the swings</p> <p>Sticks are for digging or stay on the ground</p> <p>Stay in front of the shed</p>

## Kids' Corner Daily Schedule

Time of Day	Child and adult experience during this time
Arrival	The arrival period sets the tone of the day and provides the foundation for a positive school day. Adults prepare the environment for students to gradually enter as they arrive and greet each one by name as they enter the environment. Students put away belongings in designated areas. Conversations occur between students and peers and students and adults freely throughout this time
AM Experience	Planned activities and open-ended toys/materials are available for student choice in locations that support either active play or quieter experiences. Students move freely between the gym, classroom, or calm corners throughout this time period . Opportunities for choice include open-ended crafts , experiments, STEM challenges, construction creations, outdoor exploration, group physical games. Student independence and self-advocacy is celebrated as they understand the activity level they desire in this time frame. Conversations occur between adults and students and between peers based on student interest. Adults engage in games with students, facilitate peer interactions, and move between environments to provide appropriate supervision.
Lunch/Snack	Snacks and lunch are social times within the classroom. Teachers and students eat together while engaging in conversations on topics of student interest. Students and teachers prepare for meals by washing hands and tables prior to eating, Snacks and lunches are eaten within the classroom environment or outside (weather permitting) on picnic tables or grassy areas.
PM Experience	Planned activities and open-ended toys/materials are available for student choice in locations that support either active play or quieter experiences. Students move freely between the gym/playground/field area, classroom, or calm corners throughout this time period . Opportunities for choice include open-ended crafts , experiments, STEM challenges, construction creations, outdoor exploration, group physical games. Student independence and self-advocacy is celebrated as they understand the activity level they desire in this time frame. Conversations occur between adults and students and between peers based on student interest. Adults engage in games with students, facilitate peer interactions, and move between environments to provide appropriate supervision.
Closing the room	Teachers and students share the responsibility of maintaining an organized, clean, and inviting environment. Students participate in putting away materials, organizing toys onto shelves, stacking chairs, and engaging in other classroom job assignments. Teachers clean and sanitize the materials and tables in the environment at the close of each day
Dismissal	Students and teachers remain engaged in chosen activities during the gradual dismissal process as parents arrive at the end of the day. Adults facilitate the transition of the student to the family. Students demonstrate independence in gathering their belongings.

### Kids' Corner/ Kids' Camp Behavior Matrix

Locations → Expectations ↓	Waiting before/after school	Playground  Outdoor areas	Hallway	Classroom	Computer Lab	Bathroom
<b>Kind</b>  We consider how our words and actions will make others feel	<ul style="list-style-type: none"> <li>*Use positive words, tone of voice, and actions interacting with others</li> <li>*Greet people</li> </ul>	<ul style="list-style-type: none"> <li>*Include others in games and play</li> <li>*Wait patiently for your turn during games or when playing on the play structure</li> </ul>	<ul style="list-style-type: none"> <li>*Acknowledge others quietly with a wave or a smile</li> <li>*Be aware of others in the hallway</li> <li>*Keep hands to own body and away from hallway work</li> </ul>	<ul style="list-style-type: none"> <li>*Be inclusive of others</li> <li>*Be helpful toward your teacher and classmates</li> </ul>	<ul style="list-style-type: none"> <li>*help others with computer problems when you are able, ask for an adult help if you are not sure how to fix the problem</li> </ul>	<ul style="list-style-type: none"> <li>*Use the bathroom for its intended purpose</li> <li>*Report problems or unclean conditions</li> </ul>
<b>Safe</b>  We make choices that keep those around us and ourselves free from emotional and physical harm	<ul style="list-style-type: none"> <li>*Walk in a line and stay with your group</li> <li>*Sit in your own space/chair</li> </ul>	<ul style="list-style-type: none"> <li>*Leave nature on the ground</li> <li>*Go down the slides feet first</li> <li>*Keep hands and feet to yourself</li> <li>*sit on your bottom to swing</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Face forward</li> <li>*Keep hands and feet to yourself</li> <li>*carry backpack close to your body</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Use materials appropriately</li> <li>*Keep all 4 legs of chairs on the floor</li> </ul>		<ul style="list-style-type: none"> <li>*Keep water in the sink</li> <li>*Use soap correctly, one squirt to wash your hands</li> <li>*Walk</li> </ul>

<p><b>Cooperative</b></p> <p>We work together, listen to one another, and solve problems by talking about them</p>	<p>*Stay in your waiting area for your grade level until 8:20</p>	<p>*Follow the rules of the game</p> <p>*Listen to other people's ideas</p> <p>*Take turns</p> <p>*Share playground equipment</p>	<p>*Stay in line</p> <p>*Respect the personal space of others</p>	<p>*Participate in class activities and group discussions</p> <p>*Be ready work with your teacher and friends</p> <p>*Be alert during transitions</p> <p>*Work with friends to clean up materials</p> <p>*Share materials with others</p>	<p>*Visit only teacher approved websites</p>	<p>*Flush the toilet</p> <p>*Throw your trash in the wastebasket</p> <p>*Return quickly and quietly to your class</p>
<p><b>Respectful</b></p> <p>We treat others the way we want to be treated and take care of our school environment</p>	<p>*Sit against the wall in your dedicated waiting area so others can walk around you</p>	<p>*Line up quickly when called</p> <p>*Stay within boundaries</p>	<p>*Use a quiet voice if you need to talk</p> <p>*Stay on one side of the hallway</p> <p>*Keep your hands and feet off the wall</p>	<p>*Listen to the person talking</p> <p>*Use classroom materials for their intended purpose</p> <p>*Keep hands off non-classroom materials</p>	<p>*Use a gentle touch on the keyboard and mouse</p> <p>*Logoff websites when instructed to do so the first time</p>	<p>*Use a quiet voice</p> <p>Clean up after yourself</p> <p>*Give others privacy</p>