Welcome to The Walled Lake Preschool program

Head Start is a free, federally funded preschool program serving three to five year old children. It is a combination of services for education, health, nutrition, family, mental health, disabilities and community involvement and provides services to the whole family.

Great Start School Readiness Program (G.S.R.P.) is a state funded, early childhood development program for children who will be 4 by September 1st of the current school year and who meet the state’s qualifications. The program offers children and their families a variety of services. Materials for the program are developed with state funds allocated by the Michigan State Board of Education. We hope that you and your child will have a rewarding preschool experience.

Program Philosophy

Walled Lake Preschool Program believes that children learn through active participation with their environment and one another. We believe that every child has the right to succeed. This belief is evident in the use of the High Scope Curriculum and Child Observation Record.

Our program believes learning together with the adults supporting our children is empowering to children, families and the program. Active Family Services and Parent/Community involvement helps us to achieve that goal together.

We believe the teacher, the child, the parent and the community working together enhances the development of the whole child.

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

Enrollment in GSRP and Head Start is available to families who are income eligible, according to the mandates of the federal government and the Michigan Department of Education. All families are encouraged to apply for the program. If a family meets eligibility criteria, they are placed on a waiting list according to income and risk factors. Families are not enrolled based on the time of their interview, but rather by their qualifying risk factors, completion of all enrollment requirements and returned documentation, and availability. Families who live in current Title I areas, and within the district, are enrolled with priority. All other eligible families are placed on an active wait list, and are enrolled when/if spaces become available.

Orientation

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

The First Day of School

Here are some suggestions for parents planning to enroll their child in the program.
- Visit the classroom with your child prior to the starting date. This will help your child feel a little more secure and sleep better the night before.
- Be prepared for some feeling of insecurity or frustration on the part of your child in the beginning. If your child cries easily, please reassure them. Fear can be overcome with love and understanding.
- Give your child some idea of how long they will be at school.
- Tell your child their teachers’ names and let them know they will play with them and help them.
- Try to display your child’s artwork in your home so they can develop pride in school-related accomplishments.
- Sometimes a child does not want to talk about their day at school as soon as they come home. This is quite normal for children. They are usually overwhelmed and need time to think about their day. Gradually approach the subject (during dinner you might say, “Did you eat a sandwich at school?” Your child might
say, “No, we had juice and crackers.” You might ask if they played with a specific item, or a child (by name). Then your child will probably begin talking about their day.)
- Your child’s developmental age, not chronological age, is how he/she will be measured for years to come. Remember, each of us varies in our abilities.

**Curriculum, Assessment and Screening**

**Developmental Screening**

Our Preschool Program collaborates with Oakland Intermediate School District to provide free online developmental screening for all of our children. Families are asked to complete online the Ages and Stages Questionnaire (ASQ), which is a developmental screening tool, within 2 weeks of enrollment. Please click on the links to complete the ASQ and ASQ-SE. These are developmental checklists that will give you valuable information about your child’s growth and will guide our practice with your child. The screening will be scored by computer with the results forwarded both to the parent and the child’s teacher. The results of the developmental screening tool (ASQ) will be used to plan for each child. If further evaluation is indicated by the results of the ASQ, the parents will be notified and the child will be referred to the school district special education department for further screening or evaluation. Results of screenings and assessments are confidential.

---

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

**High/Scope Preschool Curriculum Content — Key Developmental Indicators**

A. **Approaches to Learning**

Initiative: Children demonstrate initiative as they explore their world.
Planning: Children make plans and follow through on their intentions.
Engagement: Children focus on activities that interest them.
Problem solving: Children solve problems encountered in play.
Use of resources: Children gather information and formulate ideas about their world.
Reflection: Children reflect on their experiences.

B. **Social and Emotional Development**

Self-identity: Children have a positive self-identity.
Sense of competence: Children feel they are competent.
Emotions: Children recognize, label, and regulate their feelings.
Empathy: Children demonstrate empathy toward others.
Community: Children participate in the community of the classroom.
Building relationships: Children build relationships with other children and adults.
Cooperative play: Children engage in cooperative play.
Moral development: Children develop an internal sense of right and wrong.
Conflict resolution: Children resolve social conflicts.

C. **Physical Development and Health**

Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
Body awareness: Children know about their bodies and how to navigate them in space.
Personal care: Children carry out personal care routines on their own.
Healthy behavior: Children engage in healthy practices.

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

Comprehension: Children understand language.
Speaking: Children express themselves using language.
Vocabulary: Children understand and use a variety of words and phrases.
Phonological awareness: Children identify distinct sounds in spoken language.
Alphabetic knowledge: Children identify letter names and their sounds.
Reading: Children read for pleasure and information.
Concepts about print: Children demonstrate knowledge about environmental print.
Book knowledge: Children demonstrate knowledge about books.
Writing: Children write for many different purposes.
English language learning: (If applicable) Children use English and their home language(s) (including sign language).

E. **Mathematics**

Number words and symbols: Children recognize and use number words and symbols.
Counting: Children count things.
Part-whole relationships: Children combine and separate quantities of objects.
Shapes: Children identify, name, and describe shapes.
Spatial awareness: Children recognize spatial relationships among people and objects.
Measuring: Children measure to describe, compare, and order things.
Unit: Children understand and use the concept of unit.
Patterns: Children identify, describe, copy, complete, and create patterns.
Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

F. **Creative Arts**

Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
Music: Children express and represent what they observe, think, imagine, and feel through music.
Movement: Children express and represent what they observe, think, imagine, and feel through movement.
Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
Music: Children express and represent what they observe, think, imagine, and feel through music.
Movement: Children express and represent what they observe, think, imagine, and feel through movement.
Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Appreciating the arts: Children appreciate the creative arts.

G. **Science and Technology**

Observing: Children observe the materials and processes in their environment.
Classifying: Children classify materials, actions, people, and events.
Experimenting: Children experiment to test their ideas.
Predicting: Children predict what they expect will happen.
Drawing conclusions: Children draw conclusions based on their experiences and observations.
Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

Natural and physical world: Children gather knowledge about the natural and physical world.
Tools and technology: Children explore and use tools and technology.

H. **Social Studies**

Diversity: Children understand that people have diverse characteristics, interests, and abilities.
Community roles: Children recognize that people have different roles and functions in the community.
Decision making: Children participate in making classroom decisions.
Geography: Children recognize and interpret features and locations in their environment.
History: Children understand past, present, and future.
Ecology: Children understand the importance of taking care of their environment.

**High/Scope Child Observation Record**

**Ongoing Assessment:** Throughout the year, staff will record anecdotal information about your child. These observations, along with collected artifacts (photos of work in the classroom, child created pictures, etc.) enable the teacher to both know your child better, and determine what activities to plan each day. By giving your child a little adult support, and asking questions about their thinking, staff can help your child to grow in different developmental
Our preschool program uses the Child Observation Record to record children’s progress. Anecdotal notes are recorded for each child regularly. Teaching staff records what they see children saying and doing in order to document the child’s progress during the year and to plan lessons based upon children’s strengths and interests. Anecdotal notes are entered into the Child Observation Record program in the computer, allowing us to print family reports three times a year which will document your child’s academic, social and physical growth and development during his time in our program. This is each child’s “report card.” This Family Report will be shared, so that you and the teacher can co-create child goals.

The teaching team plans lessons, based upon individual children’s COR scores, child interest, community events, and key developmental indicators (the curriculum content). Lesson plans provide for individuation to meet the needs of each child. Parent ideas for lesson plans are welcomed. Lesson plans are shared with parents in a variety of ways: posting in a parent accessible area, discussed in newsletters, in informal conversations at pick-up and drop off, etc.
**Classroom and daily routine.**

Teachers set the stage for learning through a carefully planned physical environment and consistent daily routine. Within this structure, children are secure and self-reliant learners.

<table>
<thead>
<tr>
<th>Sample Schedule</th>
<th>Head Start and GSRP Full Day Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast/Morning Message</td>
<td>8:30-9:00</td>
</tr>
<tr>
<td>Small Group Time</td>
<td>9:00-9:20</td>
</tr>
<tr>
<td>Planning Time</td>
<td>9:20-9:30</td>
</tr>
<tr>
<td>Work Time</td>
<td>9:30-10:30</td>
</tr>
<tr>
<td>Clean up Time</td>
<td>10:30-10:40</td>
</tr>
<tr>
<td>Recall Time</td>
<td>10:40-10:45</td>
</tr>
<tr>
<td>Outside Time</td>
<td>10:45-11:20</td>
</tr>
<tr>
<td>Large Group Time</td>
<td>11:20-11:30</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30-12:00</td>
</tr>
<tr>
<td>Rest</td>
<td>12:00-1:15</td>
</tr>
<tr>
<td>Singing</td>
<td>1:15-1:25</td>
</tr>
<tr>
<td>Outside/Gym</td>
<td>1:25-2:05</td>
</tr>
<tr>
<td>Snack</td>
<td>2:05-2:15</td>
</tr>
<tr>
<td>Plan, work, recall with parents</td>
<td>2:15-3:30</td>
</tr>
</tbody>
</table>

The centerpiece of the day is High/Scope's unique plan-do-review process, in which each child has a daily opportunity to make and carry out a plan and then reflect on what happened. This process strengthens the child's *executive function* — their ability to regulate and organize themselves so they can stay focused on what they have chosen to do and solve problems that arise.

**The High Scope Curriculum and the High Scope Child Observation Record** assessment tool is used in all of our programs. This research based curriculum aligns with the Michigan Department of Education Standards of Quality for Early Childhood as well as with the Common Core. The most recent research shows that children learn best at this age through active participation with their peers and their environment. Our staff engages your child...
throughout the day in activities that will both interest and challenge your child. Using an approach supported by the work of Lev Vygotsky and many others, we seek opportunities to nudge your child when they are in their zone of proximal development. If they are frustrated because they just can't continue to build a taller tower, we will be there asking them what else they can do to support their structure. We will offer ideas when needed, and expand their vocabulary by giving them the words with which to express themselves.

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

Our structured day gives them the comfort of a predictable routine in a schedule that is also flexible to daily needs. Here are the key parts to our preschool day, although the order for some things may vary for your child's class:

- **Morning message** - This gives children the opportunity to know what to expect, if there are special visitors, if they are going outside, and maybe how many days until they come back to school. Teachers begin with pictures, and add words as the year progresses. Your child will be learning that pictures and words have meaning, and they will soon be reading the message on their own!
- **Small group** - these activities occur with the same teacher and same group of children throughout most of the year. Staff plans activities to support their small group of children in whatever unique ways that they may need. Even within a table group the activities may differ according to a child's abilities.
- **Planning** - Children decide where they wish to go during "Work time". These plans get more purposeful and more detailed as the year progresses. (Think middle school group projects...children need to be able to think about what choices they will make and have a plan to put them in action!)
- **Work time** - sometimes called choice time, or play time. This is where children can get deeply involved in an activity that is freely chosen by them. Research shows that children need this time to make connections to previous learning, to try out new ideas, and to build the cognitive foundations of learning. This is what high scope refers to as DO, in the plan, do, review cycle.
- **Clean Up** - Yes, we ask every child to help put the toys away! This is a an important social skill, and we support your belief at home that even three year olds can know where and how to put the toys away. Our carefully planned environment is like a third teacher in the classroom: it is labeled with pictures and words to
guide the children both as they choose to get an item, as well as, when they must replace it so everyone knows where to find it tomorrow!

- **Recall** - This is also called review time. It is an opportunity for your child to reflect on both their initial plan and their follow through. It is okay if they did not do what they planned. The important thing is that they are thinking about their thinking - metacognition - and reflecting about that. They may even decide that they want to continue something on their next day at school. We want our children to be able to make plans that will continue over time! What great thinkers they are in process of becoming!

- **Large Group Time** - Children need to move, and this is a time for them to do so. This is also a time in which children will often have the opportunity to make decisions for the whole group! When a teacher asks your child how they will move, and the group does it, that is a powerful moment for your child. He is being a leader and decision maker, and having fun while he is doing it!

- **Snack or Meal Times** - Here again, we support your family values. We sit together as a group, teachers and children, and have discussions about what is happening. Children and staff have back and forth discussions and get to know one another better. Children are involved in setting the table, passing and pouring their own milk, and cleaning up their spots.

- **Outside or Gym Time** - We know that your child’s brain and body will work better when it has proper nutrition, proper rest, and plenty of exercise. Going outside will always be our first choice when possible.

---

**General Program Information**

Classes are held Monday through Thursday each week. On Friday, the staff utilizes their time for lesson planning, staff meetings, workshops, home visits, parent/teacher conferences and paper work.

Class is held at Walled Lake Community Education Center located at 615 North Pontiac Trail in Walled Lake, at Glengary Elementary at 3070 Woodbury Road, Walled Lake, at Oakley Park Elementary, 2015 Oakley Park Road, Walled Lake and at Wixom Elementary at 301 North Wixom Road, Wixom, MI 48393
**Enrollment Policy:**

1. Your child must be at least 4 years of age by September 1st of the current school year for the four year old program or at least 3 years of age by September 1st of the current school year for the 3 year old program.

2. Families must meet the requirements set by the Federal/State Government and the Walled Lake Consolidated School District.

**Attendance and Withdrawal Policy**

In order to provide all children with the opportunity to attend and benefit from our program, it is necessary to institute the following attendance and withdrawal policy:

- Parents are expected to bring their children to school in a timely and consistent fashion, as well as to pick them up on time. Children thrive and flourish when their world is predictable, and the adults support that routine. Parents who arrive late disrupt the classroom routine, and are not providing their child with the information that they need to be prepared and successful for the day.

- Children who do not arrive at school on time are considered Tardy. Attendance notes will reflect tardiness. Please consult with the teacher or family service advocate if we may help you in any way. Families who are consistently tardy for school may be asked to wait with their child in the school office or other designated location, where they may assist their child with breakfast. Parent/guardian will then escort the child to the classroom door at 9:00 and inform the child about the Morning Message, help the child to sign in for the day, and guide the child to join the group.

- Parents shall notify the program immediately, in writing, if they are withdrawing a child.

- The Walled Lake government funded programs may withdraw a child for the following reasons:
  - The needs of the child can no longer be met.
  - The parental obligations are not met, i.e., home visits and conferences are refused, child has poor attendance, etc.
  - If the child is absent for 4 consecutive days from school without notification to the staff.
  - If a child is absent for 4 non-consecutive days without notification to the staff.
Inconsistent attendance with monthly attendance less the 50% may result in a child being placed back on the waitlist.

- If your child is dropped from the program due to poor attendance, your child will be placed back on the waiting list.

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

* In the enrollment practices and operation of the Walled Lake government funded programs, no child will be discriminated against because of race, color, national origin, sex or disability.

**Parental Responsibilities**

**Absences:**
If your child will be absent, you must call your child’s classroom. Voice mail is available at all times. See the back page for phone numbers, or your teacher’s newsletters.

**Arrival and Dismissal:**
Please do not bring your child to school early. Please arrive only 5 minutes before the start of class. Please pick up your child promptly at the end of class. If you need to have your child released early, please notify your child’s teacher at the start of class. Please do your best to respect drop off and pick up times. YOU MUST SIGN IN AND OUT with your initials and the time. Access to buildings may be limited; please follow building protocols at all times.

**Home Visits:**
There will be two home visits scheduled each year, one in the fall and again in the spring. Home visits are intended to build relationships and to provide a supportive environment for children and families. We will call to set up a convenient time to make our home visit. If for any reason, the parent cannot be there at the appointed time, they are asked to call their child’s teacher to change their appointed time.
Conferences:
The will be two parent/teacher conferences during the school year. One will be scheduled in late fall and the other will be scheduled in the spring. Parents and their child are expected to be present for the conference. During the fall conference, the teacher will explain the basics of the High/Scope curriculum, the results of the Ages and Stages Questionnaire and policies and procedures relating to the program. During the spring conference, the teacher and the child will review the child’s progress using the portfolio information, observations from the COR assessment, and other pertinent data gathered throughout the program year. Parents are encouraged to ask questions regarding their child’s school experience.

School Closings:
In the event of inclement weather, please listen to radio stations: WJR 760, WWJ 950 or WOMC 104.3 FM or watch local TV stations to see if the Walled Lake Consolidated Schools are closed. When the schools are closed, we will not be in session. The Fan-out will NOT be activated when the school District is closed. You will receive an email from the program supervisor when school is closed mid-day or something unique has happened in our building. You may also access school closing information on the district website at www.wlcasd.org.

Lunch/Snacks
Nutritious food will be served to the children. We try to limit the amount of sugar we add to a child’s diet. If your child has any food allergies, please let the staff know. Please see the Nutrition policy in the Health section.

Drop-off and Pick-up Procedures:
Parents are to walk their child from the designated parking to the classroom entering through door C at the CEC. Parents are to assist their child in taking off their coats, boots, etc. and hang up their labeled belongings in their lockers. Please have your child visit the bathroom before entering the classroom. Parents must sign their children in and out of the classroom. Parents are to come into the school in the same manner for pick-up. Parents are responsible for making sure they leave with all of their child’s things including their projects. Please do not leave without a staff member seeing you leave, and bring your parent pass with you. If you need to enter the building at a time when the doors are locked, you will need to press the buzzer and then wait for permission to enter. No child will be let out the door to a parent waiting in a car.
Leaving With Someone Other Than a Parent:
If your child must leave the school with someone other than yourself or a designated person, please inform the staff at the beginning of the day in writing. We will check this person’s driver’s license or some other form of picture identification. The designated person must be at least 18 years of age.

Outdoor Policy:
Your child will go outside every day. Please make sure your child is dressed in clothing that is appropriate for the weather conditions. If it has recently rained, your child will need to have a pair of boots to wear outside. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots. Each child must have a complete change of clothes (underwear, socks, shirt, and pants) that will be kept in the classroom. Each piece of clothing must be clearly labeled with your child’s first and last name. Kindly remember if your child is too sick to go outside and play he/she is too sick to come to school.

School Dress Policy:
We suggest you bring your child to school in comfortable, loose fitting, washable clothing. We do not want the child to worry about being messy. Tennis shoes or other shoes that cover your child’s feet easily are best for our gym and the playground, where there are wood chips and sand. Please keep an extra set of clothing in your child’s backpack or locker just in case of an accident. We ask that all outer clothing be labeled with your last name. Please dress your child with proper outer clothing: coats, hats, mittens and boots.

Confidentiality:
Access to your child’s file is limited to essential staff. We will not discuss your child’s progress without your explicit consent. Assessment data, anecdotal information and pictures of each child are on a secure server for the purpose of screening and/or assessment, and are not disclosed to parties other than GSRP staff and the Michigan Department of Education without prior written consent of the parent(s) or guardian(s).

Field Trips:
1. Parents and staff will plan field trips to a variety of educational locations during the school year. In house field trips will also be planned for special events.
2. Busses will be used whenever feasible for field trip transportation.
3. Staff may not transport children or parents in their own car unless it is an EXTREME emergency such as a life-threatening situation.
4. The parent or guardian must sign a permission slip to be kept on file prior to the field trip. Parents will need to attend as chaperones, although not every parent may attend every field trip.

**Health and Safety Requirements**

- Each child must have a complete, physician signed medical examination made within the preceding 12 months. This must be returned to the school within 30 days of the first day of school. Staff will observe each child’s health and development on a daily basis and communicate observations to the child’s family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary. Please look for the Licensing book in your child’s classroom, and sign the statement indicating that you have done so.
- Recall notices will be posted outside of each classroom.
- Parents must sign a written agreement regarding the provision of food for their child.
- Water must be available throughout the day for children over 1 year old to drink.

**Immunizations**

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

- DTaP 4 doses
- Oral Polio Vaccine 3 doses
- MMR 1 dose
- HIB Vaccine 2 doses
- Hepatitis B 3 doses
- Varicella (chicken pox) 1 dose
- Pneumococcal 4 doses
- Each child must have verification of at least one dose of each immunizing agent to initially attend the center.
The child then has 4 months to complete the additional immunization requirements. Parents choosing not to immunize their child must complete Health Department Waivers. Children may then be excluded in the event of a communicable illness for which they are not immunized.

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

- A caregiver shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent.
- All medication shall be its original container, stored according to instructions, and clearly labeled for a named child.
- Prescription medication shall have the pharmacy label indicating the physician’s name, child’s name, instructions, and name and strength of the medication and shall be given according to those instructions.
- A caregiver shall keep all medication out of the reach of children and shall return it to the child’s parent or destroy it when the parent determines it is no longer needed or it has expired. A caregiver shall give or apply any prescription or nonprescription medication according to the directions on the original container unless authorized by a written order of the child’s physician.
- A caregiver shall not add medication to a child’s bottle, beverage, or food unless indicated on the prescription label.
- Topical nonprescription medication, including, but not limited to sunscreen and insect repellant, requires written parental authorization annually.
- The center shall maintain a record as to the time and the amount of medication given or applied with the exception of subrule (8) of this rule, on a form provided by the department or a comparable substitute approved by the department. The signature of the caregiver administering the medication shall be included.
Emergency Treatment – In case of accidental injury, we will make an immediate attempt to contact the parent. If we cannot reach you, we will call the child’s physician noted on the emergency card. If necessary, we will call an ambulance or the paramedics. Until the arrival of the parent, the physician, paramedics, teacher or assistant will make the decisions about the care of your child. You will be expected to assume responsibility for any resultant expense not covered by insurance. Authorization for this procedure is on the emergency card.

- Dental Emergency – We will follow the same procedure as above with the exception that we would not enlist an emergency vehicle. We may transport your child to an emergency facility if no other site is available. After contacting you or your designated person, we will contact your child’s dentist. If he/she is not available, the program’s emergency dentist will be called.

- Incident Reports – Should any unusual situation arise during the preschool day and Incident or Accident report (as appropriate) will be completed, and parents will be notified.

- Confidentiality - Access to your child’s file is limited to essential staff. We will not discuss your child’s progress without your explicit consent. Assessment data, anecdotal information and pictures of each child is on a secure server for the purpose of screening and/or assessment.

- Illness – Should any symptoms of illness develop while the child is at school, parents will be notified to pick him/her up. If the parents cannot be reached, we will contact other persons designated on the emergency card to care for the child. Children, staff, and volunteers will be excluded from the center due to illness when there is a fever, it is a communicable illness, or a rash of unknown origin is observed. If parents are not available, their designated pick up adult from the emergency card will be contacted. The Preschool Supervisor (or designee) will contact staff or volunteers should exclusion be necessary. Parents will be informed via email or letter regarding communicable illnesses. **Your child should be kept at home (and may not remain at the center) if he/she has any of the following symptoms:**

  - Fever (keep home for 24 hours after fever breaks)
  - Pain
  - Vomiting/Diarrhea
  - Undiagnosed skin eruption/rash
  - Lesion (sore) with drainage
• Extreme fatigue/irritability/listlessness
• Discharge of eyes, ears or profuse nasal discharge
• Constant sneezing/coughing
• Possible communicable disease (usually sniffles, reddened eyes, sore throat, headache and/or abdominal pain, plus a fever)
• **Please notify the school at once if your child has been diagnosed as having a communicable disease.** Please follow the doctor’s guidelines before you bring your child back to school. The center reserves the right to refuse admission to any child whom the center believes is ill.
# Oakland County Health Division 
## Communicable Disease Reference Chart - 2013

The following chart contains information and public health recommendations for various communicable diseases in Oakland County, Michigan. Diagnosis should always be made by a physician. Exclusion period given is a minimum amount of time and applies to uncomplicated cases of the diseases listed.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Incubation Period</th>
<th>Period of Communicability</th>
<th>Actions to Be Taken and/or Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumps</td>
<td>14-20 days</td>
<td>16-18 days after onset</td>
<td>Exclusion until 3 days after onset of illness.</td>
</tr>
<tr>
<td>Measles (Mumps, chickenpox)</td>
<td>Variable</td>
<td>As long as lesions are open or draining. No exclusion recommended from attending school or sports if lesion is covered and contained and good personal hygiene is maintained.</td>
<td></td>
</tr>
<tr>
<td>Pertussis (Whooping Cough)</td>
<td>5-22 days</td>
<td>After onset of cold-like symptoms (first 2 weeks) until 5 days after onset of treatment with the appropriate antibiotics.</td>
<td></td>
</tr>
<tr>
<td>Rubeola (Measles)</td>
<td>Variable</td>
<td>As long as symptoms are present. Exclusion is not necessary unless the nature of contact with other could promote spread. Exclusions from swimming and contact sports is recommended until symptoms cleared.</td>
<td></td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>13 days</td>
<td>Usually up to 7 days after onset of symptoms.</td>
<td></td>
</tr>
<tr>
<td>Saramonella (Salmonella)</td>
<td>7-10 days</td>
<td>Usually 7-10 days after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Scarlet Fever (Scarlatina)</td>
<td>12-24 hours</td>
<td>Usually 24 hours after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Shingles (Varicella Zoster)</td>
<td>1-2 days</td>
<td>Usually 1-2 days after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Yaws</td>
<td>1-2 months</td>
<td>Usually 1-2 months after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Variable</td>
<td>As long as lesions are present. Exclusion is not necessary unless the nature of contact with other could promote spread. Exclusions from swimming and contact sports is recommended until symptoms cleared.</td>
<td></td>
</tr>
<tr>
<td>Measles (Mumps, chickenpox)</td>
<td>Variable</td>
<td>As long as symptoms are present. Exclusion is not necessary unless the nature of contact with other could promote spread. Exclusions from swimming and contact sports is recommended until symptoms cleared.</td>
<td></td>
</tr>
<tr>
<td>Pertussis (Whooping Cough)</td>
<td>5-22 days</td>
<td>After onset of cold-like symptoms (first 2 weeks) until 5 days after onset of treatment with the appropriate antibiotics.</td>
<td></td>
</tr>
<tr>
<td>Rubeola (Measles)</td>
<td>Variable</td>
<td>As long as symptoms are present. Exclusion is not necessary unless the nature of contact with other could promote spread. Exclusions from swimming and contact sports is recommended until symptoms cleared.</td>
<td></td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>13 days</td>
<td>Usually up to 7 days after onset of symptoms.</td>
<td></td>
</tr>
<tr>
<td>Saramonella (Salmonella)</td>
<td>7-10 days</td>
<td>Usually 7-10 days after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Scarlet Fever (Scarlatina)</td>
<td>12-24 hours</td>
<td>Usually 24 hours after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Shingles (Varicella Zoster)</td>
<td>1-2 days</td>
<td>Usually 1-2 days after onset of illness.</td>
<td></td>
</tr>
<tr>
<td>Yaws</td>
<td>1-2 months</td>
<td>Usually 1-2 months after onset of illness.</td>
<td></td>
</tr>
</tbody>
</table>

*Please note: Hand, Foot and Mouth Disease, Conjunctivitis (Pink Eye), Impetigo, Mono, Mumps, Measles (German Measles), Meningitis (Meninigitis) no longer need to be reported.*

---

1200 N Telegraph Rd
Ponchatlans, MI 48341

27725 Greenfield Rd
Southfield, MI 48075

*Please note: Hand, Foot and Mouth Disease, Conjunctivitis (Pink Eye), Impetigo, Mono, Mumps, Measles (German Measles), Meningitis (Meninigitis) no longer need to be reported.*

**8/9/2016**
**Health Care Policies and Resources**

- **Children and staff will wash hands:** hand washing means to cleanse the hands with soap and warm running water for at least 20 seconds.
- **All staff and volunteers shall wash their hands at all of the following times:**
  - Prior to starting the workday at the center, prior to care of children, before preparing and serving food and feeding children, before giving medication, after each diapering, after using the toilet or helping a child use the toilet, after handling bodily fluids, after handling animals and pets and cleaning cages, after handling garbage, and when soiled.
- **Staff and volunteers shall assure that children wash their hands at all of the following times:**
  - Before meals, snacks, or food preparation experiences.
  - After toileting or diapering.
  - After handling animals and pets.
  - When soiled.
  - Guidelines for hand washing shall be posted in food preparation areas, in toilet rooms, and by all hand washing sinks.
  - Parents will be called by the teacher when the center observes changes in the child’s health, a child experiences accidents, injuries, or incidents, or when a child is too ill to remain in the center. Sick children will be isolated as possible, and any contact surfaces will be sanitized. Information from the Oakland County Health Division will be shared with parents regarding any potential communicative diseases.
- **Staff will notify parents in writing of any illness, injury, incident or accident.**
- **Parents or staff who experience accidents, injuries or incidents, or who become ill during class time, will be sent home. The Preschool Supervisor should first be notified if a teacher becomes ill so that appropriate care is given to the children.**
- **When soap and running water are not available during an outing, hand sanitizers, and/or single-use wipes may be used as a temporary measure.**
- **Universal precautions**
  - Staff will wear gloves for any incident involving bodily fluids.
  - Waste from bodily fluids will be disposed in designated containers.
  - All tableware, utensils, and other surfaces will be washed, rinsed and sanitized after each use. Toys and
equipment will be washed and rinsed twice a year, and as needed.

- Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children come to participate in the water play activity. The water is drained when the group of children completes the activity. Alternately, fresh potable water flows freely through the water play table and out through a drain in the table.
- Playgrounds are inspected weekly for potential hazards. Remedial actions are taken if necessary.

**WLCSD Grant Programs Nutrition Plan**

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

**General Information**
- Our program provides Breakfast, lunch, and afternoon snack to children during program hours.
  - These are provided at the following times:
    - Breakfast __:____,
    - lunch__:__,
    - afternoon snack__:____,
- Our program assures meals and/or snacks are nutritionally sound by participation in the School Meals Program, menus are reviewed by a nutritionist, and follow a meal/snack menu guide based on the USDA approved meal patterns.
- Our program provides a supportive, attentive and accommodating environment for children with food allergies or special dietary requirements.
  - All care givers/teachers/staff have received training in food allergy/sensitivity issues.
  - Food alternatives will be identified with parents, and be kept readily available where food is prepared.
A plan will be developed with parents as to how food alternatives will be made available (provider purchased, parent purchased).

- Parent emergency information will be kept updated as well as related medical records and changes in child’s treatment plans. A form will be provided that the pediatrician fills out specifying which foods to substitute. Special diets and allergies will be clearly posted in the classroom in red ink, utilizing confidentiality procedures. We must have documentation from the child’s physician regarding special diets and allergies.
- No food shall be removed from the center. WLCSD and its employees shall not be responsible for any consequences resulting from the consumption of food removed from the center without the written permission of the program director or designee.
- Food is brought to the classroom by the School District food service program

- Our menus are posted so that families can see them. We will provide written communication, if requested, in other languages for families enrolled where English is not their spoken or primary language.
- Clean, sanitary water is available to children throughout program hours. Children are provided with paper cups. Water is not substituted for milk when milk is a food/meal requirement. Additional water is available when temperatures are higher or physical activity increases.
- Our policy does not allow for families to bring food from home, unless specific dietary requests have been made and approved by the program administrator and the Nutritionist.
- Holidays and birthdays are meaningful and fun. We encourage families to share in ways that are reflective of their traditions and are enjoyable for the children. We do encourage families to bring nutritious treats that are purchased from a licensed food provider rather than being homemade; we need to make sure food is safe for children who may have food allergies or sensitivities. Families need to make arrangements with the director so that choices of food can be agreed upon.

For Preschool Children

- Our meals are served family style. Staff sits and eats with the children, enjoying the same foods the children are eating. Children are encouraged to help with meals in age appropriate ways.
- Scheduled meals and/or snacks are available to all children enrolled and present. If a child is not in attendance at the time of a meal or snack, the child will still be provided with a meal or snack after arrival.
- **At no time will food be used as a reward or a punishment.**

- Children will not be forced to eat, but will be encouraged to try all foods.
**Nutrition Education**

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

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

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

**Licensing and Credentials**

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

- FIA Clearance
- Criminal history check every 2 years
- Current First Aid and CPR training
- Access to ongoing professional development activities

Teachers have either a Bachelor’s degree or an Associate’s degree in Early Childhood. Assistants have either an Associate’s degree in Early Childhood, a CDA or coursework and field experience as required by the State of Michigan.

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

- The licensing notebook is available to parents during regular business hours.
- Licensing inspection and special investigation reports from at least the past 2 years are available on the child care licensing website at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).
• Written documentation that the parent received the written information packet as required by sub rule shall be kept on file at the center
• Parents of children with special needs may request a written daily record that includes at least the information required by sub rule (3) of this rule
• Parents shall be notified before each field trip in writing.
• No staff or volunteer may be in contact with children until there is documentation from the department of human services on file at the center that he or she has not been named in a central registry case as a perpetrator of child abuse or child neglect.
• Documentation from the department of human services that a volunteer has not been named in a central registry case as the perpetrator of child abuse or child neglect shall be on file at the center before having unsupervised contact with a child in care.

**Ethical Responsibilities to Children, Families, Peers and Program**

Walled Lake Preschool Program abides by the enduring principals stated in the NAEYC Code of Ethical Conduct and Statement of Commitment, and all NAEYC position papers and standards.  
http://www.naeyc.org/positionstatements

**Child Abuse and Neglect Policy**

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

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

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

**Cultural Competence Plan**

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

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


**Conflict Resolution Steps**

- Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children’s feelings. Say something simple such as “You look really upset;” let children know you need to hold any object in question.
- Gather information. Ask “What’s the problem?” Do not ask “why” questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- Restate the problem: “So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.
- Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
• Be prepared to give follow-up support. Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

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

**Toileting Policy**

It is helpful if children are independently toilet trained prior to class. Most children quickly learn once they are with other children who are trained. Since we do not have changing stations, we will do our best to guide your child through changing clothes. Be sure to keep an extra set in your child’s backpack! Other procedures:

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

**Discipline Policy:**

Walled Lake Consolidated School’s policy forbids the use of corporal punishment. We use positive methods of discipline, such as removing the child from the area of conflict until the child is able to regain self-control. Specifically, the staff shall be prohibited from using the following means of punishments:

- Hitting, shaking, biting, pinching or inflicting any form of corporal punishment.
- Restricting a child’s movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming or threatening a child.
- Depriving a child of meals, snack, rest or necessary toilet use.
- Confining a child in an enclosed area, such as a closet, locked room box or small cubicle. Non-severe discipline or restraint may be used when reasonably necessary to prevent a child from harming other persons or property; to prevent a child from harming himself/herself, excluding those forms of punishment prohibited.

**Grievance and/or Complaint Procedure:**
If you have a specific concerns please follow the grievance complaint procedure listed below:

1. Written complaint to the Teacher – 7 days to reply.
2. Written complaint to Supervisor – 7 days to reply.
3. Written complaint to Director – 7 days to reply.
4. Written complaint to Michigan Department of Education

**Parent Involvement**
Parents work in cooperation with staff as volunteers. Volunteering is not mandatory, but it is strongly encouraged. Parent involvement is vital to the program. When parents volunteer, it provides additional staff, making it possible to increase individual attention to meet the needs of the children. Parents also gain knowledge about child development and improve their skills as teachers of their own children at home.

Here are a few suggestions that will help when volunteering in the classroom.
- Be aware and alert to the individual needs of the children and try to help them meet that need.
- Familiarize yourself with the room and equipment.
- Refer to the lesson plan for the day’s activities.
- Please look over the “parent information” board.
- Sign the volunteer sign-in sheet every time you volunteer.

**Parent Volunteers**
Parents are encouraged to stay and help in your child’s classroom in order to meet our funding requirements. We need one parent volunteer daily. A parent volunteer sheet is posted in your child’s classroom. Please sign-up early so you will have a better chance of working the day you would like. Parents are always welcome in the classroom.
Parents who are unable to volunteer in the classroom may do other things to help the program.

**Volunteer Opportunities for Parents**

Assisting Children in the Classroom:
- In learning areas
- Supervising during group times
- Helping with hand washing
- Help to prepare snack or meals
- Sharing a talent in age-appropriate activities, i.e.; playing an instrument, singing, cooking, special art projects, etc. Please make arrangements with the teacher
- Supervising indoor and outdoor play activities
- Assisting with putting on and taking off of outerwear
- Sharing a conversation with a child to encourage communication.
- Working with your own child
- Reading a story to a child or a few children

Assisting With the Program in the Classroom:
- Checking the teachers’ lesson plan book for any materials preparation that might need to be done
- Being a photographer for learning area activities
- Collating printed materials to be sent home
- Helping to maintain facilities and equipment

**Volunteer Guidelines**
- Dress appropriately
- Get down on the children’s level, and watch what they do. Sometimes you only need to smile, or notice and talk about what the child is doing.
- Sometimes you can be invited to play with the children. Wait for a cue from the child, if you can, or you can ask if you can join their play. Let the child tell you what role you should play, if any.
- Always speak to the children in a calm voice, even if you don’t like what they are doing. If you are
worried about something, get a teacher’s attention. (They are good role models, so do the same things they are doing if you are comfortable.)

- Speak to the children close at hand, please do not yell across the room.
- Talk about what you want to see instead of something you want to stop. (For instance, “Please walk to the door,” instead of, “Stop running!” (Children only hear that last word, and that is what they will do!)
- First, encourage a child to solve problems on his own. If you help him to think about how he can...open the milk carton, get another piece of paper, or clean up his spill – he will likely do it. Children are amazingly resourceful, and can often do more than we think. Play with all children if they need it, not just your own. They are all fun to be with!
- Model listening during group times
- Sit with everyone at snack, meals and small group times. Do what they do, or have a conversation about what their favorite thing is, or what they did last night...or just ask what’s on their mind!
- Siblings are not licensed in the classroom. Perhaps you can share volunteer times with another parent, taking turns watching the younger child
- Confidentiality is vital. Thank you for respecting everyone’s privacy.
- There is a procedure for cleaning tables and brushing teeth. If you are willing to do this, we thank you!
- No smoking on school property or while in attendance at Field Trips.
- If you need a conference with the teacher, schedule it for a time when the two of you may have a private discussion

Let us know how you would like to help! We are learners, too

Assisting Outside the Classroom

- Serving as an officer of the Parent or Policy committee.
- Chairperson
- Vice Chairperson
- Secretary
- Treasurer
- 2 Policy Council Representative
- 2 Advisory Board members to attend meeting twice yearly and locally
- 1 Health Advisory member to attend 2 or 3 meetings yearly
• Assist with the clerical duties including typing and letter stuffing
• Serve on a fundraising committee
• Serve on a party committee
• Share talents with parents
• Giving input into curriculum
• Assist with a field trip
• Making telephone calls. Being a parent manager
• Sharing information for the newsletter

**Head Start Committee Offices**

**Chairperson**

• Is elected or appointed by a majority of the members to serve as the leader of the group.
• Serves on parent and policy committees.
• Helps prepare each agenda, conducts meetings and keeps the group moving toward its goal.
• Leads orderly discussions by tactfully and politely enforcing the rules that offer every member a chance to speak for or against a motion. The chairperson cannot participate in the discussion but serves as an impartial referee.
• Explains each motion before it is voted on.
• May appoint committees to carry out specific assignments and should include all members to keep them active.
• May vote to make or break a tie.
• Must not allow personal feelings or outside pressure to influence his/her action.
• Helps in setting up and closing meeting.

**Secretary**

• Takes the minutes of meeting and keeps a permanent record of what has taken place.
• Receives and handles all mail addressed to the group.
• Helps the chairperson stick to the agenda.
• Sends thank-you notes to speakers for the Parent meetings.

**Treasurer**
- Is responsible for the groups’ financial business.
- Keeps accurate records of all money received or spent.
- Makes sure regular financial reports are given to the group.

**Assistant or Vice Chairperson**
- Conducts meetings and handles the group’s business when the chairperson is absent.
- Must have the same leadership qualities and good relations with group members as the chairperson.
- Helps the chairperson make up committees for members.
- Monitors committee members doing their assigned jobs.
- Is the chairperson of the nominating committee.
- Assists in setting up meetings.

**Solicitation Policy**
Walled Lake Preschool programs are able to occasionally solicit funds and/or material goods for such things as prizes for preschool activities, backpacks for children, books, learning supplies etc. Ideas for soliciting must be discussed with the preschool office before asking any businesses, etc. and permission must be obtained from Administration.

**Tuition Policy**
- With approval of the ISD, over income children might occasionally be approved for attendance in GSRP after Labor Day after every effort has been made to enroll all area income eligible children. The number and severity of risk factors must be used to determine eligibility of over income children. Each sub-recipient must have a plan of how they will incorporate income and other risk factors into acceptance of over income children.
  - All children with families who make over 250% poverty per year must pay tuition to GSRP.
  - Children in GSRP who have IEPs written under rule 1755 for Early Childhood Services in regular education programs will not be charged tuition.
Families who have been approved for under this policy will make a tuition plan with the accounting office. Payments may be made in full or quarterly.

If families who pay all tuition costs at the beginning of the year withdraw from the program, they will receive a prorated refund of their paid tuition. 10% of the amount to be remitted will be retained to cover accounting costs.

Families wishing to pay all tuition costs at the beginning of the school year will receive a 5% tuition reduction.

- Families enrolling in Sept and Oct will pay 100% of the tuition for the year. Those enrolling in Nov., Dec., and Jan. will pay 75% of the year’s tuition. Those enrolling in Feb and March will pay 50% for the year and those enrolling in April or later would pay 25% of the year’s tuition.
- Over income families enrolling more than one child in the program the same year will receive a 10% discount on each additional child.
- There will be no tuition refunds or adjustments for absences.
- Parents with questions about the tuition policy should contact the Director of their GSRP program. In cases of dispute, the Early Childhood Contact at the ISD should be contacted.