

2018-2019



**PRESCHOOL PARENT
HANDBOOK**

SOUTH LYON COMMUNITY SCHOOLS

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Non-Discrimination Statement

The Board does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability, age, height, weight, marital status, genetic information, or any other legally protected characteristic, in its programs and activities, including employment opportunities. (**Board Policy 3122** revised July 19, 2010).

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Benjamin Kirby
Assistant Superintendent for
Administrative Services
South Lyon Community Schools
345 South Warren
South Lyon, Michigan 48178
(248)573-8130 or (248)573-8140

MISSION STATEMENT

The mission of the South Lyon Early Childhood Program is to serve the children and families of the South Lyon Community by offering a dynamic, developmentally appropriate and research-based preschool education program to prepare children for school and life success.

Welcome Letter

Dear Parent/Guardian,

Welcome to South Lyon Community Schools' Early Childhood Program. We are enthused about your interest in an excellent preschool program for your child. We believe you will find ours a quality program, and that our reputation for a sound curriculum combined with a caring staff will provide your child with an excellent preschool experience.

We started providing services for families of preschool children in 1974 and have been building on that strong foundation ever since. We are continually updating our curriculum and our structure to meet the changing needs of the South Lyon School community.

These are some of the most important years of your child's growth and development. Through use of effective early childhood practices appropriate for young children, we recognize this fact and offer you our support as well.

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

Sincerely

EARLY CHILDHOOD PROGRAM STAFF
South Lyon Community Education

South Lyon Preschool PHILOSOPHY STATEMENT

South Lyon Preschool supports an effective early childhood program that recognizes each child as a whole person, whose growth occurs in developmental stages that are uniquely individual and continuous.

Young children learn most effectively when they are engaged in an environment where teacher-child, child-child, and child-environment interactions are all at high levels. Learning is seen as an active process where knowledge is constructed as well as acquired.

The curriculum and instructional strategies are based on developmentally appropriate practice for young children. These strategies provide a balance of child-initiated and teacher-initiated activities, which enhances the social, emotional, physical and intellectual development of each child. The curriculum is based upon emerging abilities in young children and is responsive to the differences in their levels of development. The curriculum is aligned with the Early Childhood Standards of Quality for Prekindergarten set by the Michigan State Board of Education.

The staff believes in a warm, nurturing environment that provides children physical and psychological safety. Teachers and parents working as a team provide the learning experiences and models, fostering positive attitudes and dispositions toward learning.

South Lyon Preschool recognizes the importance of a continuing evaluation system assessing and reviewing the progress, performance and development of children, personnel and overall program.

PRESCHOOL PROGRAM GOALS

- ✓ To enhance children's feelings of comfort and security.
- ✓ To provide opportunities to translate experience into understanding.
- ✓ To address all aspects of children's development.
- ✓ To teach children concepts and skills through active manipulation of objects.
- ✓ To design activities so that concepts and skills are appropriately presented by utilizing a variety of methods and techniques.
- ✓ To enable children to experience both challenge and success.
- ✓ To design activities which are carefully and developmentally sequenced.
- ✓ To provide individualized instruction and small group activities rather than requiring children to move as a group from one learning objective to the next.
- ✓ To enable children to learn those things which are important to them.
- ✓ To use language which enhances children's critical thinking.

PRESCHOOL OVERVIEW

I. CLASS STRUCTURE

Classes meet for 30 weeks and follow the South Lyon Community Schools' schedule. A listing of days and times of classes is available, as a separate document, from the Preschool Office at the Early Childhood Center. Participants in each class will get a calendar from the teacher.

II. CHILD ELIGIBILITY

- A. 4-Year-Old Classes: children must be four years old by September 1 of the current school year.
- B. Mixed age classes: children must be three years old by September 1 of the current school year.
- C. 3-Year-Old Classes: children must be three years old by September 1 of the current school year.
- D. Parent-Tot Classes: children must be 2 by September 1 of the current school year. Children need not be toilet-trained.

III. REGISTRATION REQUIREMENTS

- A. A copy of child's **birth certificate** must be presented at the time of registration.
- B. A copy of the child's **immunization record** must be presented at registration. Waivers for immunization must be obtained from the county health department and updated annually.
- C. A **child information card** (emergency card) must be presented on or before the first day of class, all lines of card must contain information.
- D. Signed written **permission to seek emergency care**, part of the child information card, must be presented on or before the first day of class.
- E. Within 30 days of initial attendance a **health appraisal form** must be presented signed by a licensed physical or designee stating that a physical evaluation has been made and the child is healthy enough to attend the program. The health appraisal form needs to be updated every two (2) years. (Children will be excluded from class if health forms are not turned in after 4 weeks of class.) Forms can be found on-line or picked up at the Preschool Office at the ECC.
- F. **Toilet trained:** A child is toilet trained when he/she can make known their need to use the bathroom and can perform basic hygiene needs independently. We recognize that children who are newly toilet-trained will occasionally have accidents. We work with parents on completing the toilet-training process.
For liability reasons, if a child has an accident, the teaching staff will supervise and give any verbal instructions required in order for the child to clean up himself/herself. The parent/guardian may be contacted to pick up the child.
A good practice is to put an extra set of clothing in your child's backpack. Sometimes even children who normally do not have a problem may have wet pants on occasion. If you have concerns about your child regarding toilet training, please talk to the teacher.

IV. PAYMENTS

- A. For new families to the program: At the time of registration, the non-refundable registration fee and the first (1st) of nine (9) tuition payment installments are made. The other payments are due the first day of the month from September to April. Checks should be made out to S.L.C.E. (South Lyon Community Education).

- B. Families who are registering as “current families” will pay the non-refundable registration fee at registration and their first tuition payment on August 1, with subsequent payments due the first of the month September to April.
 - If payments are not made within ten (10) days after the due date, a late fee will be assessed to your account.
 - If payment has not been received fourteen (14) days after the due date, your child may be dismissed from the program.
 - Any remaining balance on your account will be turned over to a collection agency. All tuition and fees must be paid before you can register any child in the family for any further Preschool classes.
- C. Payments can be made on-line. Please contact the preschool office for directions or email at ecc@slcs.us
- D. No credits or refunds will be given for absences or vacations.
- E. Individual bills are not provided. However, notices will be put up in the building and/or classrooms prior to the payment date. Specific requests to have statements emailed or provided as needed can be made through the preschool office.

V. WITHDRAWAL REQUIREMENTS

If you choose to withdraw your child from the South Lyon Community Education Preschool Program you must call the Preschool office with two (2) weeks’ notice. Refunds are only given if withdrawal occurs before Preschool begins or within the first week of the Preschool program.

VI. CHILDREN’S ATTENDANCE

If your child will be absent, please call the classroom directly. It is important for us to know the reason for a child’s absence.

VII. STAFF

A. Teaching Staff

1. Lead Teacher: Teacher with a Bachelor or Master Degree. Responsible for planning, supervising and implementing the classroom program.
2. Teacher: Teacher with an Associate’s degree or CDA. Responsible for planning, supervising and implementing the classroom program.
3. Associate Teacher: Assists Teacher in the classroom, has experience working with children, may have a degree. Assists in planning and implementing classroom program under the direction of the Teacher.

B. Administrative Staff

1. Early Childhood Principal: Supervisor of Preschool program. Responsible for planning, supervising and implementing complete Preschool program. The director holds a Ph.D. in Early Childhood Education and has experience as a teacher and administrator.
2. Preschool Data Processor: Responsible for registering families, collecting tuition and answering general questions about the program.
3. Preschool Secretary: Assists the Data Processor.

C. Criminal History/Unprofessional Conduct

1. All staff are fingerprinted with results checked through the FBI national database.
2. All staff complete a criminal history statement, this information is then sent to the Central Records Division of the Michigan Department of State Police.

3. Prior employers are contacted regarding any information relating to unprofessional conduct in the employee's file.
4. Information is sent to the Department of Human Services to check for any history of child abuse or neglect.
5. All South Lyon Community Schools' employees must pass a drug screening.
6. A staff member shall not be present in the center if he or she has been convicted of any of the following:
 - A listed offense, as defined in section 2 of the sex offenders registration act, 1994 PA 295, MCL28.722
 - Child abuse or child neglect
 - A felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of hire.

D. Health

1. All staff working directly with children must have a TB test prior to beginning work.
2. Staff diagnosed with any communicable disease listed by the Oakland County Health department as reportable by schools must not work until consulting with their supervisor.

E. Professional Development

1. All staff working directly with children complete a CPR course every two years.
2. All staff working directly with children complete a basic First Aid course every 2 years.
3. All staff working directly with children complete a blood-borne pathogen training annually.
4. All staff working directly with children take part in at least 24 hours of annual professional development training. Training takes place year round during professional conferences, staff meetings, and training in the district and/or Oakland Schools. Training topics include: child development, curriculum and assessment, child discipline, health/safety, nutrition, working with parents, and licensing rules for child care centers.

VIII. PARENT/GUARDIAN PARTICIPATION

- A. Transport your child to and from school.
- B. Be prompt regarding arrival and dismissal times
- C. Escort your child to and from class, signing him or her in and out.
- D. Send written permission if someone other than you will be picking up your child.
- E. Attend field trips with your child or make other arrangements for transportation.
- F. Parent-Tot class requires an adult to accompany the child for the entire class period for all sessions.
- G. Parents are always welcome in the classroom.
- H. Supervision of classroom volunteers: All classroom volunteers will be supervised by the paid staff. No volunteer will be allowed to be with children alone (other than his or her own). No volunteer will be allowed to discipline a child other than his or her own. All discipline of children in the classroom must be in a manner consistent with the guidelines of the program. Parents and volunteers are expected to respect the confidentiality of what is seen and heard in the classroom and the school building. It is best to arrange child care for other siblings when helping in the classroom.
- I. Parent volunteers diagnosed with any communicable disease listed by the Oakland County Health department as reportable by schools must not volunteer until cleared, in

writing, by a physician. Teachers or director can provide specific information as needed. The list of these diseases can be found on the web (as of 5/15) here:
https://www.oakgov.com/health /services/Documents/cd_report_list.pdf

J. Parent Advisory Board

Parent/Guardian volunteers meet monthly to discuss ways to improve the Preschool program. The Advisory Board looks at budget and curriculum as well as other relevant areas. They provide a strong voice in fundraising to supplement the program. The goal of the Board is to have a representative from each Preschool class. To join the group, or to get more information, talk to your child’s teacher or call the Preschool office. Meeting dates are published through the preschool program, all parents/guardians are welcome to any or all meetings.

IX. DISCIPLINE PROCEDURES

In the South Lyon Schools Preschool, we strongly encourage the growth of appropriate pro-social behavior in young children. Pro-social behavioral expectations and classroom activities are a part of the environment to promote safety, respect of others, and protection of property.

In order for children to learn, they must feel safe and secure. Developmentally, all preschool aged children are in the process of learning self-regulation and pro-social behavior. As individuals, all children are at different stages of this social-emotional development.

The staff is prohibited from using any form of corporal punishment, binding or tying, depriving of meals, snacks, rest or necessary toilet use, confining in an enclosed area, the infliction of mental or emotional punishment on a child, excluding a child from outdoor play, other gross motor activity or from daily learning experiences. The staff may use necessary interventions to prevent a child from harming themselves or other persons or property, exclusive of those forms of punishment mentioned above. Staff uses positive methods of discipline encouraging choice, self-control, self-direction, self-esteem and cooperation.

When children experience social-emotional problems in the classroom:

Adults diffuse the conflict before moving into the problem by:

- ✓ Approaching children calmly and stopping any hurtful actions
- ✓ Acknowledging children’s feelings

Adults involve children identify the problem by:

- ✓ Gathering information from all involved children (what happened, what upset the children)
- ✓ Restating the problem in a way that recognizes all the information gathered

Adults involve children in the process of finding and choosing a solution for the problem by:

- ✓ Asking children for solutions and encouraging them to choose one together that all can agree on
- ✓ Being prepared to give follow-up support when children act on their decisions

It is our goal to provide a safe and pleasant environment for ALL children. We recognize that children may sometimes act in ways that are inappropriate in a group setting. If this behavior is persistent or causes one-on-one supervision the following actions may occur:

- ❖ Teachers will contact parent/guardians by phone or in person
- ❖ A system of regular communication will be established
- ❖ Teachers will document behavior
- ❖ Parents/guardians may be asked to immediately pick up a child from class
- ❖ Parents/guardians may be required to stay in the classroom with the child on a regular or daily basis
- ❖ Parents may be asked to contact a referral agency or behavioral specialist
- ❖ The program may request assistance from the school district or from Oakland Schools
- ❖ Observers may visit the classroom to provide the staff with ideas and resources
- ❖ A child may be suspended from class for a period of 1 day to 2 weeks
- ❖ The staff may recommend another classroom or program placement as a more appropriate environment for the child

Teachers recognize that all children develop social and emotional strengths at different rates depending on the child's current life conditions, possible issues that may have occurred prior to preschool, and a child's overall developmental level. They work with children individually to help them change their behavior. Improvements often come very slowly with children sometimes regressing to old behavior patterns. Teachers are interested in changing behavior and not punishing children for poor behavior.

It is the desire of the Early Childhood Center staff to provide a safe learning environment. Dismissal from the program is a last resort.

Children may be suspended or dismissed for:

- Hitting, kicking, biting, pinching, or other behaviors that could be harmful to children or staff
 - Disruptive behavior
 - Antisocial behavior
 - Parent/guardian not completing or following through on a referral or behavioral recommendation
 - Health information not completed
 - Emergency cards not completed
 - Parent/guardian verbally abuses or physically harms another child or a staff member
 - Non-payment of tuition or fees (where applicable)
- After an expulsion, if a child has learned to behave more pro-socially, a parent may re-apply for admission to the program. If no openings are available the child's name will be placed on a waiting list.

Parents having questions regarding behavior in the classroom should consult the classroom teacher.

X. ILLNESS

It is important that you keep your child at home when he/she is ill. Sick children attending Preschool risk passing their illness on to other children. Being exposed to an illness may be of particular risk for children with chronic illnesses. Please be as considerate of other families as you would expect them to be of your family.

If your child is ill, please call your child's teacher. Parents/guardians will be contacted when their child becomes ill at Preschool. You will be expected to pick them up immediately.

Whenever a child is **hospitalized or has out-patient surgery**, a note from the child's doctor allowing him/her to safely return to class will be required in order for the child to return to Preschool.

According to the Oakland County Health Department –

Your child is too ill to attend Preschool if he or she has

- **red or running eyes,**
- **cough, particularly if persistent or productive,**
- **sore throat,**
- **diarrhea of more than three stools in twelve hours,**
- **vomiting within the last 24 hours,**
- **swelling and tenderness of glands, particularly about the face or neck,**
- **pain and stiffness of neck and headache,**
- **jaundice – yellowing of eyes and/or skin,**
- **sores and crusts on the scalp, face, or body, particularly if red and swollen, or draining,**
- **any skin eruption or rash,**
- **or any contagious condition (head lice, impetigo, strep throat, etc.)** South Lyon Schools policy prohibits children from returning to class until they are completely nit free.

If a child returns to preschool after an illness or has any of the above symptoms you may be asked to provide a written statement from a doctor noting that your child does not have a communicable illness and is well enough to attend preschool.

Health care plan:

- All children and staff are required to wash their hands before handling food or eating, after using the restroom, after handling animals and pets, or when soiled.
- All staff and volunteers (including parent volunteers) are required to wash their hands prior to starting the workday at the center.
- Toys and equipment are cleaned and sanitized as needed, at least three times per year.
- Surfaces that are used for food service are cleaned and sanitized before and after eating.
- Children who become ill at Preschool are kept away from the other children and parents are requested to pick them up immediately.

XI. MEDICATION

Parents/guardians, in consultation with the student's physician, are urged to develop a time schedule which allows the student's medication to be taken at home before and after school

hours, when possible and appropriate. As required by licensing standards and the South Lyon Community Schools Board of Education, any medication that must be given to a student must be accompanied by a completed school district form for Medication, signed and dated by both the student's parent/guardian and the student's physician, to the teacher. (See teacher for form and details.)

XII. HEAD LICE

Because of the close proximity of children in school we occasionally have students with head lice. It is the district practice that a child with head lice must be excluded from school until one treatment at home has occurred. A student may come back to school provided the parent/guardian documents the treatment and upon examination by the school's designee that any remaining nits are farther away than ¼" from the scalp. It is recommended that all nits be removed. There is information in the office on procedures for ridding a child of head lice. The Michigan Department of Education, Michigan Department of Health, Oakland County Health Division, and the American Academy of Pediatrics support these practices.

XIII. ACCIDENTS AND EMERGENCIES

Whenever a child is injured in a classroom accident parents will be provided with information. The Parent/guardian will be notified immediately if a child is hurt anywhere on their head or if the injury is serious. Staff is trained in CPR and First Aid to provide appropriate care. Parents will be provided with information on all accidents/injuries when they pick up their child.

All classrooms have procedures posted for handling accidents and emergencies. Drills for tornado, fire, and intruders are practiced with all age groups.

XIV. SNACKS

Snack Time can provide these opportunities for the child:

- To enjoy food and the sociability associated with it
- To eat foods that contribute to meeting his/her nutritional needs
- To develop a willingness to try new foods
- To develop coordination using appropriate utensils
- To develop language through conversation with others
- To develop concepts such as shape, color, texture and weight

The Preschool program will provide the snack, food, and drink for all classes.

Snack time for preschool classes will be "family" style. Teachers and children will sit at the tables together to take part in sharing food and drink. Children will serve themselves, including pouring drinks.

XV. VOLUNTEERING IN THE CLASSROOM

Volunteers must complete the district background check.

Parents will be asked to sign up to help in class as needed by the classroom teacher. For the Parent-Tot class, an adult needs to accompany the child for the entire class period for all sessions.

Parents who are not able to come in to the classroom may be able to help in other ways. Please ask the classroom teacher.

Parents of enrolled children are welcome at any time. If your child has separation anxiety, please consult with the teacher when you visit.

XVI. BIRTHDAY PARTIES

Birthdays are exciting for young children. They will have their feelings hurt when they are not included in birthday parties for their peers. We understand that not every child in the class can be included in every party. Please refrain from passing out invitations in front of other children or parents. It is better to email or mail them to homes.

XVII. BIRTHDAY TREATS FOR CLASSROOM

Children may give a single, non-edible item to each child in the classroom to celebrate their birthday.

Please remember the children's ages and provide a safe item. We request that parents not send in treat bags for the class due to the concern that items may be dangerous to younger siblings in the home. Consult with the teacher for ideas or suggestions or if you have questions.

The teaching staff and director maintain the option of returning items to parents that are not consistent with this guideline.

Providing a birthday treat for classmates is optional and not a requirement of the Preschool program.

XVIII. CHILDREN'S DRESS CODE

All children should be dressed comfortably for preschool. We provide many opportunities during the day for active play with projects that include paint, water, playdough, clay, and other "messy" activities.

XIX. OUTDOOR PLAY

It is a licensing requirement that all classes go outdoors if weather permits. Children will go outside if the temperature with wind chill is at least 10° F.

OUTDOOR DRESS

Please send appropriate clothing with your child, including a light jacket in the spring and fall. During the winter months, please send boots, hats, mittens, along with a coat and snowpants. All children must join the group in outdoor activities. If your child is not well enough to go outside, you must keep him/her at home.

XX. SIGN IN/SIGN OUT

All children must be signed in and out at the classroom by a parent, guardian, or other designated adult.

XXI. LATE DROP OFF/PICK UP OF CHILDREN

Young children appreciate routine. A late drop off can be disruptive to the classroom and have a negative effect on the child's whole day. Please make sure you arrive on time for preschool.

Teachers understand that occasionally parents/guardians are late to pick up children.

However, because teachers have other responsibilities it is unfair for them to have students regularly left late.

A fee of \$2.00 per minute will be assessed to your tuition bill if children are picked up 10 minutes late. Children may be dismissed from the program if late pick up occurs 3 times. Please have another person available to pick up your child if you will be delayed.

At

XXII. COMMUNICATIONS

Teachers provide monthly newsletters of classroom activities and other information of interest to parents. The Preschool Office sends out newsletters through the classrooms as

needed. Daily notice is provided of activities offered to children via a notice board in each classroom.

Teachers will provide their school email for parents to use to communicate. There are also direct phones in each classroom. We encourage you to communicate with the teaching staff regularly.

XXIII. CONFIDENTIALITY

All information given on forms and discussed will be held in confidence by the teaching staff. We ask that parents volunteering in the classroom not discuss what they see and hear with others, including parents of children in the class. Classroom teachers will make contact as necessary. If you have questions about anything you see in the classroom, please talk to one of the teachers from that class.

XXIV. PARENT-TEACHER CONFERENCES

Parent-teacher conferences are held twice a year. Parents/guardians or the teacher may request a conference at any time. Parents are strongly encouraged to discuss any concerns with their child's teacher.

XXV. KINDERGARTEN TRANSITION

Kindergarten transition is one of the many goals of the four-year-old preschool program. Children are given the opportunity to visit a kindergarten classroom and have lunch in an elementary school cafeteria. Parents are given the opportunity to attend an educational seminar on "What your child needs to know for Kindergarten."

XXVI. REFERRALS AND SUPPORT SERVICES

Our preschool program offers support service referrals. Many are free, some may be fee-based. A resource sheet listing the services is available through your child's classroom teacher. If you have concerns about your child either in the classroom or in the home, please consult with your child's teacher for information on support.

XXVII. CHILDREN WITH SPECIAL NEEDS

The preschool program works closely with the South Lyon Schools Special Education Department. As part of the South Lyon School District's commitment to providing the best education for all students, and in keeping with the special education laws of the State of Michigan and federal government, the Early Childhood Center ensures that children with special needs have the opportunity to interact with his or her same age peers on a regular basis. This process frequently involves giving children who participate in a special education preschool program the opportunity to go into a general education preschool classroom for both social and academic learning experiences.

The benefit of this type of programming is significant for all students. Children with special needs learn best from their peers through role modeling of appropriate social and behavioral skills. Typically developing children have a unique opportunity to act as a mentor to their peers and learn compassion, tolerance and patience by working with children with developmental delays.

XXVIII. QUESTIONS, REQUESTS, CONCERNS, GRIEVANCES

Any question, request, or concern a parent/guardian may have should first be addressed to the child's teacher. Any matter that cannot be resolved by the teacher may then be addressed to the Preschool Director. The Preschool Parent Advisory Board, if needed, may take further

action. Some questions may be addressed through the South Lyon Community Schools concern protocol.

XXIX. TOYS AND OTHER ITEMS FROM HOME

Children should only bring toys to preschool when they are scheduled for “Show and Tell.” Anything brought to school will be kept in the child’s cubby until the time allotted to share them with the class. The teaching staff will then direct children to put the items away.

Please be aware of anything your child brings to school. Note that inappropriate items will be confiscated by the teacher and returned to the parent. Be especially aware of anything that might be considered a weapon or a dangerous item. Bringing these types of things to school may result in suspension or expulsion, according to Michigan law.

XXX. FIELD TRIPS

Field trips are part of the Preschool program. Teachers will make arrangements for appropriate trips. Any fee for the child and one parent/guardian are included in the tuition fees. Fees for a sibling or another adult must be paid by the participants. There may be occasions when classes will have the opportunity to use South Lyon Community Schools’ busses for trips. Parents/guardians will be notified of these arrangements ahead of time. This transportation mode for a field trip is optional.

Evening activities are also arranged once or twice a year. Again, the teacher will make the arrangements and share that information with the parents/guardians.

Field trips, picnics, and evening activities are considered class periods, providing important learning and social opportunities for the children. The end-of-year picnic is considered a class time.

All are optional.

XXXI. PETS

Pets should not be brought to school, field trips, picnics, or evening activities. If you have questions or if an animal is used for assistance for a handicapped condition, please consult with the teacher or Preschool office.

XXXII. SMOKING PROHIBITED

Per Michigan law: Smoking is prohibited in this facility and on the grounds of this facility including in personal vehicles.

XXXIII. CANCELLATION OF CLASSES DUE TO WEATHER CONDITIONS

- A. Preschool classes are canceled when the South Lyon Community Schools are closed due to inclement weather.
- B. Inclement weather days will not be made up.
- C. School closings are announced on major Detroit TV channels and radio stations.
Information regarding school closings can also be found on the school hot line, 248-573-8251.

XXXIV. DIVORCED/SEPARATED/GUARDIANS

According to the Michigan Department of Child Day Care Licensing: “Until custody has been established by a court action, one parent may not limit the other from picking the child up from your (preschool program) care. The child information card that the enrolling parent

signs states “persons other than parent...” “It is not within your (preschool program) legal right to withhold a child from a parent, unless there has been court action which limits one parent’s right to the child.”

South Lyon Preschool requests that a copy of the Judge’s order establishing custody be on file in order to prevent a non-custodial parent access to their child.

XXXV. LICENSED PROGRAM

Parent Notification of the **Licensing Notebook** Requirement Child Care Organizations Act, 1973 Public Act 116

All child care centers must maintain a licensing notebook which includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP). The notebook must include all reports issued and CAPs developed on and after May 27, 2010 until the license is closed.

- This center maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.
- The notebook will be available to parents for review during regular business hours.

Licensing inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

The **licensing notebook** is located in the office of the ECC or in a classroom for any group not located at the ECC.

XXXVI. REPORTING TO PROTECTIVE SERVICES

The South Lyon Community Schools Preschool program staff members are mandated by Michigan Law, Act No. 238, governing all schools and child care programs to report any suspected abuse or neglect of children in their care.

XXXVII. SECURITY AND DRILLS

Security protocols are in place at all South Lyon School buildings. Parents/guardians must follow all rules specific for the building in which their child is registered.

All classrooms have procedures posted for handling accidents, incidents, and emergencies. Drills for tornado, fire, and intruders are practiced with all age groups. **Reunification plans**, if necessary are posted in each classroom and are available on the South Lyon School District website: http://www.slcs.us/Parent_Reunification_Plan.pdf

XXXVIII. OPEN DOOR

Parents of enrolled children are welcome at any time. If your child has separation anxiety, please consult with the teacher when you visit.

XXXIX. SOUTH LYON COMMUNITY SCHOOLS MISSION STATEMENT

In support of our community, the mission of South Lyon Community Schools is to provide the highest quality educational process, so that all students can excel as individuals, and become productive and contributing members of society.

HighScope Curriculum

In the South Lyon Preschool Program, we use the HighScope Curriculum approach along with the Michigan Early Childhood Standards of Quality for PreKindergarten. The HighScope preschool approach is used in both public and private half- and full day preschools, nursery schools, Head Start programs, child care centers, home-based child care programs, and programs for children of special needs.

- A. The HighScope Approach is based on the fundamental premise that children are active learners who learn best from activities that they plan, carry out, and reflect on.
- B. The HighScope Curriculum contains 58 Key Developmental Indicators.
- C. A central element of the day is the “plan-do-review sequence” in which children make a plan, carry it out, and then reflect on the results.
- D. The daily routine also includes times for small and large group experiences and time for outside play.

Part of the State of Michigan Great Start for Quality requirement is to choose a researched and validated curriculum. The HighScope Curriculum meets these requirements.

We recognize that all children have different rates of development, different temperaments and interests, and different learning styles. Our Goal is to expose all children to the curriculum standards below and to help them in their learning and Kindergarten preparation.

HighScope COR Advantage Assessment

The preschool program uses the HighScope COR Advantage Assessment to evaluate children’s skills and abilities in a number of areas:

Approaches to Learning	Creative Arts
Social and Emotional Development	Science and Technology
Physical Development and Health	Social Studies
Language, Literacy, and Communication	English Language Learning (if appropriate)
Mathematics	

Teachers generate brief written descriptions (anecdotes) and checklists that objectively describe children’s behavior. They use this information to evaluate children’s development and then plan activities to help individual children and the classroom as a whole make progress. Teachers share the child’s COR results with parents at Parent-Teacher conferences twice a year.

Screening: Ages and Stages Questionnaire

The Preschool program provides a developmental screening at the beginning of the school year. The Ages and Stages Questionnaire (ASQ) is highly reliable and valid,

looking at strengths and trouble spots and incorporates parents' expert knowledge about their children. Scores beneath the cutoff points indicate a need for further assessment; scores near the cutoff points call for discussion and monitoring; and scores above the cutoff suggest the child is on track developmentally. Parents will be given the resources for completing the ASQ on their child or a member of the teaching staff will complete it. Screening results will be shared and suggestions for follow-up or further assessment will be provided.

Preschool Program Quality Assessment

We rate the overall program and classrooms using HighScope's Preschool Program Quality Assessment (PQA). It is used to evaluate whether teachers and agencies are using the most effective program practices. Observations and scoring are completed in these areas:

- ◆ Learning Environment
- ◆ Daily Routine
- ◆ Adult-Child Interaction
- ◆ Curriculum Planning and Assessment
- ◆ Parent Involvement and Family Services,
- ◆ Staff Qualifications and Staff Development
- ◆ Program Management

This information is used to identify strengths and areas for improvement.

EARLY LEARNING EXPECTATIONS FOR THREE- AND FOUR-YEAR OLD CHILDREN

“These expectations are meant to emphasize significant content appropriate for preschoolers at this very special time in their lives, to protect them from an underestimation of their potential and from the pressure of academic work meant for older children...It recognizes that young children’s growth, development, and learning are highly idiosyncratic. Young children learn at different rates in the various domains of their development and not all children master skills and content within a domain in the same order, although there are patterns to their development.” (*Early Childhood Standards of Quality for PreKindergarten*, Michigan State Board of Education, 2005, pp. 55-56.)

Approaches to Learning

1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.
2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.
3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.

Intellectual Development

1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.
2. Children represent what they understand about the world through actions, objects, and words.
3. Children gain, organize, and use information in increasingly complex ways.
4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.

Social and Emotional Development

1. Children develop and exhibit a healthy sense of self.
2. Children show increasing ability to regulate how they express their emotions.
3. Children develop healthy relationships with other children and adults.

Language and Early Literacy Development

1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
3. Children develop abilities to express themselves clearly and communicate ideas to others.

4. Children grow in their capacity to use effective listening skills and understand what is said to them.
5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.
6. Children develop positive attitudes about themselves as literate beings – as readers, writers, speakers, viewers, and listeners.
7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.

Creative Development

1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.
2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.
3. Children show how they feel, what they think, and what they are learning through movement experiences.
4. Children show how they feel, what they think, and what they are learning through dramatic play.
5. Children develop rich and rewarding aesthetic lives.

Physical Development and Health

Physical Development

1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.
3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.

Health, Safety, and Nutrition

5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
6. Children recognize that they have a role in preventing accidents or potential emergencies.
7. Children become aware of and begin to develop nutritional habits that contribute to good health.

Early Learning in Mathematics

1. Children begin to develop processes and strategies for solving mathematical problems.
2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.

3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.
4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.
5. Children explore and discover simple ways to measure.
6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussion, reading, writing, and listening.
7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.
8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.

Early Learning in Science

1. Children develop positive attitudes and gain knowledge about science through observation and active play.
2. Children show a beginning awareness of scientific knowledge related to living and non-living things.
3. Children show a beginning awareness of scientific knowledge related to the earth.

Early Learning in Social Studies

1. Children begin to understand and interpret their relationship and place within their own environment.
2. Children begin to recognize that many different influences shape people's thinking and behavior.
3. Children show growth in their understanding of the concept of time and begin to realize that they are part of history, which includes people, places, events, and stories about the present and the past.
4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.
5. Children increase their understanding about how basic economic concepts relate to their lives.
6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.

Early Skills in Using Technology

1. Children explore and use various types of technology tools.
2. Children can name various components of computer systems and use various input devices.
3. Children work cooperatively with others while using technology tools.
4. Children demonstrate responsible handling of technology equipment.

To see the complete Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten go to:

http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF

DAILY ROUTINE

The classroom Daily Routine will provide these activities (not necessarily in this order).

GREETING TIME

Greeting Time: Children as a large group will find out about their day and any special events, people, or projects in the classroom.

SMALL GROUP

Small Group: The class is divided into small groups of 9 (or fewer) children. During this time children are actively involved with counting, classifying, drawing, cutting, learning about same/different, more/less and other important concepts based on their interests and the teachers' directions.

LARGE GROUP

Large Group: The class works together for music/movement, learning a new song, a finger play or other teacher-led large group experience.

PLANNING TIME

Planning Time: Children and adults meet together to talk about what each child wants to do during work time. It allows children to decide for themselves what they want to do. This process helps children learn that they can make things happen and that they can make decisions. It also helps children develop communication skills.

WORK TIME

Work Time: The longest time in the daily routine. This is a very active time as children carry out the plans that they have made. Teachers and volunteers in the classroom join in with the children to enhance the children's play.

CLEAN UP TIME

Clean-up Time: Adults and children work together to clean-up the room.

RECALL TIME

Recall Time: Children remember and share what they did at Work Time.

SNACK TIME

Snack: Adults and children share conversation along with a small snack. Many classrooms will end snack time with a story.

OUTSIDE TIME

Outside: Children are developing their large muscles by climbing, throwing balls, swinging and running. Children also develop social skills as they play with other children.

HighScope for Parents (Provided by the HighScope Foundation)

As parents, we know you want to do everything you can to help your children be successful in school and in life. But it can be difficult to know exactly **how** to help them because we hear so much conflicting information about how children learn.

HighScope has been studying young children and how they learn for over 50 years. The landmark study, the [HighScopePerry Preschool Study](#), was the first of its kind. HighScope's founder, Dr. David Weikart, had some new ideas about how children learn, and based on these ideas, he developed an innovative method of teaching preschoolers.

The knowledge they took from this and other research, and from their extensive experience working with children and teachers, has evolved over the years into what is now the HighScope Curriculum.

We know you have many questions in general about how children learn. You may also want to know why the HighScope Curriculum may be right for your young child. Below are some of the most common questions that parents ask.

Do All Children Learn At The Same Pace?

No, each child learns in a different way, at a different pace. Although we all develop abilities in a predictable sequence throughout our lives, it's important to realize that each of us has unique characteristics from birth, characteristics that develop further through a unique set of everyday experiences and interactions. Each child is a unique individual, and learning happens in the context of each person's personality, abilities, and opportunities.

I Want to Find a High-Quality Preschool for My Child. What Should I Be Looking For?

Based on a number of research studies, these are some of the elements of a high-quality preschool program.

- **It has a child development curriculum.** Of all the ingredients in a high-quality program, a curriculum that recognizes the value of child-initiated active learning is the most important. The best early childhood activities build on children's natural curiosity, are matched to children's current and emerging abilities, and allow for exploration and variation rather than having to perform in a single "right way." Learning is a process of "developmental change" — that is, a process in which we learn by relating and adding new information to what we already know, and if necessary, changing the way we thought before. Learning does not happen when children are simply told something. To learn, they must see and do things for themselves, with parents and teachers present to encourage and challenge their thinking. Children must be secure and confident in what they already know before they are ready to move to the next level.

When HighScope says adults support and extend children's learning, it means that the adults first validate, or support, what children already know, and then challenge them to extend their thinking to the next level.

- **Low enrollment limits.** Studies have found that the fewer children per adult, the better the adult-child interaction. In addition to good staff-child ratios, the total group size should be limited based on standards recommended by the National Association for the Education of Young Children (NAEYC).
- **Staff trained in early childhood development.** Adults who provide care and education for young children need specialized training in child development and early childhood education. Research also shows that the higher the level of teachers' formal education, the more developmentally appropriate are their teaching practices.
- **Supervisory support and inservice training.** In addition to hiring well-qualified staff, program administrators play a central role in arranging for their ongoing and appropriate training. Teachers should have regular training in order to further their skills and keep up with new information in early childhood.
- **Developmentally appropriate evaluation procedures.** The two main objectives of early childhood evaluation are to assess program quality and to assess children's development. Administrators use program evaluation to make decisions about agency policies and staff development. Teachers use child evaluation to plan appropriate educational activities for individual children and the class as a whole.

For evaluation results to be accurate and useful, they should be based on objective and observable behavior. Moreover, they should examine the elements of curriculum implementation and child development that are consistent with the program's philosophy and goals.

When I Go To My Child's Preschool, It Looks Like They Are Just Playing. Are They Learning Anything From This?

Yes! Children learn through play. When children play, they are actively engaged in activities they have freely chosen; that is, they are self-directed and motivated from within. In its position statement on developmentally appropriate practice, the National Association for the Education of Young Children (NAEYC) states "Research shows that child guided, teacher-supported play benefits children in many ways. When children play, they engage in many important tasks, such as developing and practicing newly acquired skills, using language, taking turns, making friends, and regulating emotions and behavior according to the demands of the situation. This is why play needs to be a significant part of the young child's day" (Copple & Bredekamp 2009, p. 328).

Many other experts agree that play provides a foundation for learning and later academic success. For example, research demonstrates the importance of child-initiated play (as opposed to play defined and directed by adults) in the development of language and literacy skills. When children determine the direction and content of their own play, they have many opportunities to hear and practice language.

For more information visit: www.highscope.org