



Kids' Corner Little Hornets Family Handbook



Approved by Williamston Community Schools, Board of Education June 2020

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Kids' Corner and Little Hornet Family Handbook
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Policies and Procedures established in the Williamston Kids' Corner Covid-19 Preparedness and Response plan provide specific details regarding operational changes required by governing agencies to mitigate the spread of the novel Coronavirus. This plan which can be found in the appendix may alter the format and implementation of content within this handbook.

Welcome to Kids' Corner and Little Hornets Preschool (KCLH)! This handbook is designed to answer questions you may have about these educational programs administered by Williamston Community Schools. The programs are located in the northwest corner of Explorer Elementary, 420 Highland Street, Williamston, Michigan. Our telephone number is (517) 655-4637. You can also view information about the programs via the internet on the Williamston Schools website www.gowcs.net then click on the schools tab and lastly, click on Preschool and Child Care.

KCLH is licensed by the State of Michigan and has a four-star rating from Great Start to Quality (www.greatstarttoquality.org). We have an open-door policy and encourage families to visit any time. Families are the root of our program. We respect each child's ethnic, cultural and diverse family make-up and needs. Our programs are designed to meet the social, emotional, cognitive, creative and unique needs of young children. We strive to create a positive first school experience for our youngest learners and a safe and enjoyable after school-school program for older students. We are proud of our partnerships with the Great Start Readiness program and the Williamston Early Childhood Special Education Program.

Adam Spina, Superintendent
Williamston Community Schools
spinaa@gowcs.net

Rebecca Olsen
Kids' Corner and Little Hornets Preschool
kclh@gowcs.net

Mission Statement and Philosophy

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

Program Goals

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

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

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

Section 2: Little Hornet Preschool

Curriculum

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

Instructional approaches

Little Hornet Preschool offers several instructional models based on the current district operating procedures: full in person instruction, hybrid instruction, and fully remote instruction. All models are taught by our Little Hornet Preschool teachers and provide consistent curricular content and instructional strategies. Each instructional model emphasizes strong teacher to student interactions to ensure high quality individualized learning opportunities.

- Full in person instruction enables all curricular content to be taught in a classroom environment
- Hybrid instructions combines in person learning opportunities with additional virtual content to be delivered asynchronously. In person class times are reduced in this model to support smaller classroom density.
- Fully remote instruction facilitates all curriculum across a virtual platform. Students and teachers engage in synchronous and asynchronous lesson in a remote format.

The Creative Curriculum

The Creative Curriculum for Early Childhood Education is based on the following five fundamental principles:

1. Positive interaction and relationships with adults provide a critical foundation for successful learning.
2. Social-emotional competence is a significant factor in school success.
3. Constructive purposeful play supports essential learning.
4. The physical environment affects the type and quality of learning interactions.
5. Teacher family partnerships promote development and learning.

Curriculum information is shared with families during home visits and parent teacher conferences. Individual observations and anecdotes linked to curricular objectives will also be shared with families in a variety of ways at differing times.

Second Step social skills curriculum

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

Heggerty Phonological Awareness Curriculum

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

Classroom Information

Class times are as follows:

MWF morning (8:45 am-11:45 am)

TTH morning (8:45 am-11:45 am)

MTWTH (8:45 am-11:45 am or 12:45 pm-3:45 pm)

MTWTH (8:45 am-3:45 pm)

5 Full-day (8:45 am-3:45 pm)

Childcare (6:45 am-8:45 am and 3:45 pm-6:00 pm)*

*For an additional fee, childcare may be available before or after your child's Little Hornet preschool class.

Additional information can be found in the Kids' Corner section of this handbook or by contacting Kids' Corner office at (517)655-4637.

Program Schedule

Little Hornets programs are in session between Labor Day and Memorial Day. Our programs follow the Williamston Community Schools calendar. An official calendar outlining vacations, school closings, and special events is adopted each year and will be sent home by your teacher. For children enrolled in the childcare, families will have the option of reserving care during school breaks if the Kids' Corner program is open.

Little Hornet Attendance Policy

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

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

* If your child continues to have chronic absenteeism, we will complete an Attendance Goal Sheet for your family.

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

No-school days, Inclement Weather and School Delays

KCLH Programs may be cancelled when the Williamston Community Schools District closes due to weather and/or road conditions. Call the Kids' Corner office at 517-655-4637 during office hours, listen to local radio, television stations or go to the district web page: www.gowcs.net for postings. Four snow days per session have been built into the preschool calendar. Should the number of days cancelled for weather and/or road conditions exceed four days, make-up days will be scheduled at the end of the school year.

For those children who are enrolled in the childcare program, care may be available on these days. In the event that a classroom, program, or greater district is required to close in person instruction due to circumstances related to Covid-19, all Little Hornet Preschool classroom instruction will pivot to fully remote instructional model

First Day

The first day of class is an abbreviated session. This is designed as an orientation for the parent and child. To ease the transition, parents and children should attend this first classroom session together. Your child's teacher will schedule the day and time for you and your preschooler.

Daily Schedule

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

Teaching staff

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

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

Arrival and Dismissal

Adults must accompany children into the building and to the classroom. Signatures are required at both arrival and dismissal. Please arrive no more than five minutes before class begins and pick up your child in a timely fashion at the end of class. Parents are welcomed and encouraged to participate in the arrival activities with their children while promoting independence and skill development.

Classroom activities and attire

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

Family and School Partnership

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

Communication strategies

The partnership with families is essential to children's learning and begins with open and honest relationships with all families. Communication is vital to helping us teach your child, and we welcome your insight. Communication can occur through face-to-face conversations, telephone conversations, written paper copies, or via email. We strive to communicate with each family in the method that is their personal preference. Teachers will seek out this preference at the beginning of the year.

Family Open House

Open houses are scheduled twice a year: spring and fall. The goal of the fall open house is for students to meet teachers, see classrooms and to begin to prepare for the year. The spring open house focuses on potential enrollment for the upcoming year. An overview of the preschool curriculum as well as policies and procedures will be addressed. Parents will be notified by mail of the exact date and time. Parents are strongly encouraged to attend.

Office hours

Teacher office hours are available during periods of remote and hybrid instruction. Teachers are available during office hours to meet with students or families via email, phone, or video conferencing. Office hours are designed to discuss family concerns, a child's overall development, support access to virtual platforms, provide individualized student instruction, or topics generated by the family.

Family coaching

Dedicated family coaching times will be organized for those engaging in the remote or hybrid instructional models. Sessions are scheduled weekly and focus on the specific needs of the child and family. Instructional techniques and additional learning experiences are discussed based on individual child goals.

Newsletters and Lesson Plans

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

Parent-Teacher Conferences

We understand the important role of the parent in a child's education. We value your support and insight and are honored to partner with you in support of your child's development and success. Parent teacher conferences are scheduled twice a year, with one being in the fall and one in the spring. Conferences are scheduled to meet mutual needs of parents and staff and are designed to last between fifteen and forty-five minutes. A report generated from

the Teaching Strategies Gold on-going assessment will be used to discuss the child's progress across domains, create goals for continuous progress, and share anecdotal notes/work samples that support the child's growth and future learning objectives.

Classroom volunteers

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

Lockers, cubbies and school bags

Each child will receive a locker, cubby and school bag. The locker and cubby are personal spaces for your child to keep belongings (coat, boots, etc.) during the day as well as a special place for artwork or items for sharing day. Each child will receive a Little Hornet Preschool tote bag to be carried to and from school daily. This tote bag is a valuable component in our communication system. Tuition statements, notes home, children's artwork, permission slips, and any paper copies of newsletters/lesson plans will be placed in this school bag by teachers at the end of each school day. Parents are encouraged to send communication to school within this bag as well.

Special Events

Special events such as classroom parties or field trips are scheduled throughout the year for enjoyment and to enhance classroom learning. Families will be notified in advance of these events through written announcements. All families and family members are welcome during classroom parties and special events. Parents or adults only are welcome to participate in classroom field trips as these are scheduled for the preschool-aged child and are not appropriate for the younger or older sibling. For safety and security reasons, family members are not allowed to ride along on the bus to and from field trips.

Artwork and photo documentation

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

Parent education opportunities

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

Local Advisory Meeting

Local Advisory Meetings will be held two times each year to give parents the opportunity to be included in decisions for the program. Minutes will be recorded and sent to all families. If available, information concerning childcare will be communicated with families prior to the meeting.

Data Analysis Team

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

School Readiness Advisory Committee

The purpose of the School Readiness Advisory Committee is to work collaboratively with community agencies and families to ensure that children and families are provided with information and tools to successfully enter school; that schools are prepared for children and families; and community resources are aligned to support children, families and schools. For additional information on the history and purpose of the School Readiness Advisory Committee, please visit <http://inghamgreatstart.org/school-readiness/>

Great Start Collaborative Parent Coalition

Operating since 2006, the Ingham Great Start Family Coalition is a network of parents, parent organizations, caring adults, and family members who share resources and information so EVERY child ages 0-8 years old is ready to succeed in school and in life.

The Ingham Great Start Family Coalition provides a "customer" perspective to members of the Ingham Great Start Collaborative (GSC). They help plan and support Ingham's Action Agenda: that EVERY child ages 0-8 years old is ready to succeed in school and in life. Because parents are children's first teachers, parent voice is important to the work of the GSC. The Family Coalition helps parents use their family "story" to advocate for their children and also for services they need in their community. Food and childcare is provided at meetings. For more information please visit <http://inghamgreatstart.org/parent-coalition/>

Home Visits

Home visits may be offered by classroom teachers throughout the school year. These visits are designed to create a foundation for the beginning of a positive partnership between the home and school. Topics discussed at the visit may include: preschool policies, GSRP guidelines, child development, assessment and curriculum. Home visits are scheduled through the individual classroom teacher and are required twice yearly for one hour in Great Start Readiness Program classrooms. In those classrooms, teachers will a visit in the fall and in the spring. Our fall home visit establishes communication and rapport between the parents and teachers and provides an opportunity for the child to become acquainted with teachers in a familiar setting. This may ease the transition into the classroom. Our spring home visit will provide families with ideas and resources to extend their child's learning throughout the summer.

Preschool Child Assessment

Ages and Stages Questionnaire

You and your teacher will work together to complete the *Ages and Stages Questionnaire* at the beginning of the school year. The Ages and Stages Questionnaire is a parent-completed questionnaire designed to help parents and teachers check their child's development. Parents can learn more about what to expect their child to be able to do at each stage of development. If results of this screening suggest further evaluation may be needed, referrals can be made through Build Up Michigan. Little Hornets staff will answer questions and facilitate this process.

Teaching Strategies Gold

Teaching Strategies Gold will be used as an on-going child assessment throughout the school year. This is a research-based assessment tool that uses observed anecdotes to track children's progress in the following areas:

Social/Emotional, Physical, Language, Cognitive, Literacy and Mathematics, Science and Technology, Social Studies, and The Arts. Each child's progress will be shared with families three times a year; in the fall, winter, and end-of year.

Preschool Early Literacy Indicator (PELI)

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

Section 3

Kids' Corner and Kids' Camp

No-school days, Inclement Weather and School Delays

KCLH Programs may be cancelled when the Williamston Community Schools District closes due to weather and/or road conditions. Call the Kids' Corner office at 517-655-4637 during office hours, listen to local radio, television stations or go to the district web page: www.gowcs.net for postings. Four snow days per session have been built into the preschool calendar. Should the number of days cancelled for weather and/or road conditions exceed four days, make-up days will be scheduled at the end of the school year.

If the district is operating on a morning two-hour delay, the morning preschool sessions will be cancelled. When the district is operating on an early dismissal, the afternoon preschool session may be cancelled. For those children who are enrolled in the Little Hornets full-day program, care may be available on these days.

Lesson plans

Students in our after-school program will engage in a variety of daily experiences. Outdoor time will be provided daily to balance the need to move. Supplemental activities such as group games and arts and craft projects are available daily. Classroom materials will be dedicated to the age of the learner and may include legos, board games, iron beads, or pretend play supplies. Classroom lesson plans are posted within the classroom environment.

Cooperation and sportsmanship

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

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

Daily experiences

- Before school care
 - Students begin their day in a relaxed environment using materials from the classroom. Students may eat a “peanut-free” breakfast brought from home during this time.
- After-school care
 - Transition from the elementary school
 - Bathroom break and snack (program provided)
 - Short transitional break with reading time (about 15 minutes)
 - Outdoor or gym time
 - Centers: planned activities and materials appropriate for each age group

Childcare during period of hybrid or remote learning

Childcare may be available during periods in which the Williamston Community School District is offering a hybrid or remote instructional approach. During this time, students will engage in all Kids' Corner activities as well as complete district synchronous and asynchronous work assigned by their district teacher

- Kids' Corner will develop classroom schedules and routines that support both remote district learning as well of out-of school time experiences.
- Kids' Corner will provide access to the student's virtual platform and classroom sites. Kids' Corner teachers will support students in navigating their activities. Kids' Corner teachers will not provide instruction for district curricular content.
- Students must provide own device to access to district virtual platforms.
- The use of technology will increase while engaging in district asynchronous learning. Schedules will be created to balance the amount of screen time and active play for the student.

Section 4: Registration, Enrollment, and Tuition Information, Policies, and Procedures

Little Hornet Preschool Enrollment

Admission Policy-Preschool

Children ages three or four years by September 1st may register for the school year. All families must go to www.inghampreschool.org and complete a preschool application prior to filling out a registration form. Children can attend Little Hornets Preschool only after completing required forms and paying both the registration fee and down payment. All children must be toilet trained. Grants may be available for children who are four years-old by December 1st and reside in an Ingham County School District. Please call for more information. Little Hornet Preschool does not discriminate based on gender, race, ethnicity, or ability.

Little Hornet Preschool Registration

To inform the community of information regarding the preschool, Little Hornets distributes flyers, newsletters and emails and posts in community businesses and newspapers. Class lists will be compiled in June for the upcoming school year. Children currently enrolled will have first choice of classes for the following year. Class lists will then be established on a first-come, first-served basis. If appropriate, a waiting list will be kept.

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

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

Registration Fees

Non-refundable registration fees of \$46.00 per child as well as a \$100 down payment are due upon registration. The tuition amount is refundable up until the first week of June. A fee of \$7.50 will be assessed to cover the cost of a Little Hornet school bag for taking preschool materials home.

Tuition

Little Hornet Preschool tuition

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

Tuition Policies

Per the parent contract, late fees will apply at the close of business one day following the due date. Payments for all programs must be kept up to date for continued enrollment. A charge of \$25 will be made on checks returned for insufficient funds. Year-end statements for preschool and childcare payments are distributed

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

Withdrawal from Preschool

Prior to school starting:

Notice must be received by the first week in June in order to receive a refund of your down payment. The registration fee is non-refundable.

During the school year:

Parents may withdraw their child from the preschool program at any time. A two-week notice given in writing or by telephone to the Kids' Corner Office is required. Parents are responsible for two weeks tuition from the date they submit written notice. The down payment, bag, and registration fees are non-refundable.

In the event the child is having problems adjusting to the program, a conference will be arranged between the teacher, childcare supervisors and the parents. After the conference the parent has the right to withdraw the child if they decide.

Great Start Readiness Program Admission Policies

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

Procedures for Selection, Placement and Enrollment

Preschoolers must meet income and qualifying factors according to the Great Start Readiness Guidelines.

Preschoolers must be 4 years old by September 1st (a provision exists for those students who will be 4 years old by December 1st) and plan on attending Kindergarten the following year. A waiting list will be established as needed. Children are not excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

Sliding Fee Scale

Some families may qualify for GSRP on a sliding fee scale. Any child enrolled in GSRP whose family has an income in excess of 250% of the federal poverty level must pay tuition based on an Ingham Intermediate School District wide common sliding fee scale. All children who are over 250% of the federal poverty level are ranked within their GSRP program by income and risk factors. GSRP programs will still be required to collect and confirm risk factors for all enrolled GSRP children based upon the Child Risk Factors identified in the GSRP Implementation Manual. Over income children, out of country residents and children who turn 4 years old between September 1st and December 1st will be the last to be placed in a program. GSRP eligible children from over income families who are enrolled and who also have an Individual Education Program (IEP), are experiencing homelessness or are in foster care must not be charged tuition.

To determine eligibility for the Great Start Readiness Program, the following must be completed and submitted prior to placement and the start of school:

- registration form and parent contract
- child information record

- health appraisal form and immunization record
- permission form
- birth certificate
- proof of income
- copy of health insurance card
- proof of residency

Kids' Corner Child Care/ Kids' Camp Before and After School Enrollment

Admission/Registration Policy

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

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

Registration for summer programming begins in May. Registration for before and after care programs for the upcoming school year will begin in May/June. Enrollment is filled on a first come basis. Enrollment will remain open until program has reached capacity. Due to the structure of the program, capacity enrollment will be reached at different times for the age groups/grade levels.

During periods in which the district transitions between operational procedures and modes of instruction, Kids' Corner childcare will evaluate program offering and registration for care will be required.

Section 4

Program policies and procedures

Confidentiality

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

Discipline Policy

The goal of our discipline policy is to encourage development of appropriate social skills and behaviors that will assist children in becoming a successful member of society. Any child participating in the preschool program will be treated in a respectful and nurturing manner. A positive method of discipline will be used on an individual basis to help develop self-control, self-direction, self-esteem and a spirit of cooperation. KCLH may refer to the Discovery and Explorer handbooks regarding discipline policies for before and after school students.

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

- Setting clear guidelines and expectations, both verbally and in writing
- Redirection of potential problem situations by offering appropriate choices
- Responding to inappropriate behavior in a positive way by presenting reasons why the behavior is inappropriate and problem solving to find a solution or alternate behavior
- Enforcing limits with natural consequences
- Helping children problem solve disputes

Conflict negotiation policy

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

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

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

Damages

Toys, games, and other equipment get more than a normal amount of use in our programs. Our staff will model appropriate ways of using these materials and equipment and request that your child respect our property. In the

event that a child purposefully destroys toys or equipment, we may request that the child's family replace the items. **KCLH will not assume responsibility for loss or damage to personal belongings brought from home. Any toys or games brought from home are your child's responsibility.**

School-wide rules for learning

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

Little Hornet Preschool school rules:

1. Be kind to others
2. Be a good listener
3. Be respectful of our materials
4. Be safe and have fun

Kids' Corner/ Kids' Camp school rules:

1. Be kind
2. Be safe
3. Be cooperative
4. Be respectful

Behavior matrix of rules and behavior expectations:

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

Inclusion

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

Transitions

Transitions and changes can create a variety of emotions in a child or parent. Emotions can range from excitement

and joy to anxious and even scared. At KCLH, we strive to help children and families make smooth and enjoyable transitions into our program, between classrooms and on to new learning adventures in Kindergarten.

As children and parents enter the program, teachers provide written and verbal information to help families understand all aspects of the program. Many events are then scheduled to slowly ease the child and parent into the classroom at a pace they are comfortable with. We work with individual children and families who may need additional transition strategies to ensure comfort in the new environment.

Children may transition between classrooms from year to year based on their enrollment choices. We continue to help parents and children to feel safe, comfortable and confident in their new classroom environment.

As children and families exit our program and move to the new learning adventure of Kindergarten, we continue our support and guidance. KCLH works in cooperation with the Williamston Community Schools Kindergarten teachers to provide information on registration and parent meetings. Teachers also help children gain comfort levels in the classroom environments through visits, tours and Kindergarten buddy class experiences.

Health and Safety

The KCLH staff will do everything possible to ensure a safe and healthy environment for children. The classroom is cleaned and sanitized daily, with toys washed on a regular basis. Materials and equipment are constantly evaluated for safety concerns.

Health Records

Each year, and upon enrollment children's health records will be reviewed. In accordance with childcare licensing regulations, all students will need to have a current health appraisal on file. Each student will also need to have their vaccinations up to date and/or waiver of vaccination on file. These documents keep the program compliant with childcare laws and regulations and provide a safe and healthy learning environment for all students.

Childcare office staff and administration conduct audits yearly, and upon enrollment to ensure health records are current, and compliant. Each fall, we are required to report enrollment and vaccination/waivers to the state of Michigan. If your child is not current, you will receive a pre-generated letter indicating what vaccinations are needed and due dates, and you may also receive a phone call/email from program administration regarding the vaccinations the need to be brought to current. If you need additional resources, or information on vaccinations, you may contact the Ingham County Health Department at (517) 887-431. The program also works in partnership with the Ingham County Health Department to provide vision and hearing screenings. Based on those results, the Health Department may make referrals or recommendations to families and provide assistance in linking services between health care professionals and our families. These partnerships help promote awareness and advocacy in the event of a medical need.

Classroom activities and attire

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

Snacks

Nutrition is extremely important to your child's healthy physical and mental development. Healthy snacks and lunches will make your child feel great. Also, it will provide healthy, productive energy within your child.

Healthy snacks and lunches may improve your child’s concentration, development, and individual disposition. All snacks provided by KCLH are “peanut and tree-nut” free and meet the Child and Adult Food Program guidelines. Snack menus are posted with the lesson plans, and substitutions are noted. To insure the health and safety of all the children, additional food and snack items may not be brought in without prior approval from the classroom teacher.

Food Allergies/Sensitivities/Intolerances

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

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

Illness Policy

For the safety and well-being of all children and staff, children who are ill should not be at school. **Please keep your child home if they have the following:**

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

- An unidentified rash
- Requiring one-on-one care

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

Notification of Illness

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

Safety

The safety and security of all our preschool children is our first priority. Therefore, **we will ask for identification of any unknown person picking up a child. We will not release a child to any adult who appears to be under the influence of alcohol or drugs.** This procedure is in the best interest of the child, and your understanding and cooperation will be greatly appreciated. We will not release a child to anyone without a note or call from the parent (this includes persons listed on the child's emergency card). It is to your child's benefit that you keep the teacher up-to-date on telephone numbers, emergency numbers and other pertinent information.

Emergency Seclusion and Restraint

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

Outdoor Policy

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

Rainy Days: Teachers will plan indoor activities. When weather is only damp or misty children usually go outside, at least for a short time.

Wind Chill: If the wind chill factor is below 10 degrees children will remain indoors. On most snowy days however, children go outside. Children should come to school appropriately dressed so they can enjoy playground activities.

Heat Index: During warm weather, staff will check the heat index to determine safe conditions to play outside.

Injuries and Emergency Care

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

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

Custody Situations

We want to make sure that all parental rights are respected. The following is our procedure for handling custody issues:

- Unless we have court certified documents, either parent has the right to access their child.
- A parent must be listed on the birth certificate or provide one of the following documentations:
 - Divorce Judgement
 - Affidavit of Parentage
- It is the parent's responsibility to provide the program with the most recent set of custody orders. We will not honor parent requests that violate the custody order.
- Parents must always conduct themselves in an appropriate manner.

Medication Procedures

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

Emergency Procedures

1. Evacuation (fire) drills will be held regularly during the year to ensure that children and staff understand proper procedures. Written emergency procedures and evacuation plans are posted in each classroom. In the event of an evacuation, Kids' Corner and Little Hornets children and staff will move to the Williamston Middle School, 3845 Vanneter Road, Williamston. Families will be notified via email and phone calls should evacuation occur
2. Tornado drills will be held during tornado season. In the event of a tornado, students will be kept at school until the "All Clear" is given. Families will be notified via email and phone calls should such an event occur.

Students will be released to parents who arrive to pick them up.

Child Protection Law: Abuse and Neglect

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

Grievances

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

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

Parent Notice of Program Measurement

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

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

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

1. KCLH, 420 Highland Street, Williamston, MI 48895

2. The MDE Office of Great Start, Early Childhood Education and Family Services, at mde-gsrp@michigan.gov, 517-373-8483, or 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

NOTICE

Williamston Community Schools and KCLH-programs require a Comprehensive Background Check on all employees and volunteers. This is renewed as required by the Department of Licensing and Regulatory Affairs. A staff member or volunteer shall not be present or have any unsupervised contact with a child who is in the care of the center until documentation is provided that verifies he/she has not been named a perpetrator of child abuse and neglect.

A staff member or volunteer shall not be present or have any unsupervised contact with a child who is in the care of the center if he or she has been convicted of any of the following:

- Child abuse or neglect
- A felony involving harm or threatened harm to an individual within the past 10 years immediately preceding the date of hire
- Registered on the Public Sex Offender Registry (PSOR)

Section 5: Appendix A

Little Hornets Preschool Daily Schedule

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

Little Hornets Full-Day Preschool Sample Daily Schedule (full in person learning)

8:35-8:45 Arrival

8:45-9:15 Morning meeting

9:15-9:35 small group

9:35-9:55 Bathroom/Snack/Music

9:55 - 10:15 Large Group

10:15 - 11:15 Free Choice

11:15-11:30 Second Step

11:30-12:00 Gym/Outside

12:00-12:10 Bathroom

12:10-12:40 Lunch

12:40-1:00 Read Aloud/Books

1:00-1:40 Rest

1:40-2:00 Read Aloud

2:00-2:30 Gym/Outside

2:30- 3:15 Free Choice

3:15- 3:35 Large Group/Recall

3:35-3:45 Dismissal

Little Hornets Preschool Weekly Schedule (full in person learning)

Morning schedule

Tuesday and Thursday

8:45-8:55 Arrival
8:55-9:05 Morning meeting
9:05-9:20 small group (with planning time)
9:20-10:20 Free choice
10:20-10:30 Recall
10:30-10:50 Bathroom break/Snack
10:50-11:20 Outside/Gym time
11:20-11:35 Large group/read aloud
11:35-11:45 Music and dismissal

Monday and Wednesday

8:45-8:55 Arrival
8:55-9:05 Morning meeting
9:05-9:20 small group (with planning time)
9:20-10:20 Free choice
10:20-10:30 Recall
10:30-10:50 Bathroom break/Snack
10:50-11:05 Large group/read aloud
11:05-11:15 Music
11:15-11:45 Outside/gym/dismissal

Afternoon schedule

12:45-12:55 Arrival
12:55-1:10 Afternoon meeting
1:10- 1:40 Bathroom break and Outside/gym time
1:40-1:55 Small groups with planning time
1:55-2:55- Free choice
2:55-3:05 Recall time
3:05-3:25 Bathroom break and snack
3:25-3:40 Large group
3:40-3:45 Music and dismissal

Little Hornet I Preschool Half day (MWF & TTh classes) Sample Remote Learning Daily Schedule

| | | |
|--|--|---|
| Time for students to be with their teacher and the class together. | Time when small groups of students will meet with their teacher. Time TBD. | Recorded videos or activities will be viewable during the scheduled times. All activities/videos will be posted to Seesaw |
|--|--|---|

| | |
|---|---|
| Morning Meeting 9:00-9:15AM | (synchronous) Students meet with their teacher for class specific activities and to set the intentions for the day. Over Google Meet. |
| Small Group 9:15-9:30AM | (synchronous) Small groups meet 1-2 times per week with teachers for small group instruction |
| Brain Break 9:30-9:40AM | Take this time to have your child move their body and rest their mind. |
| #1 Seesaw Post 9:40-9:55AM | (asynchronous) A video and/or activity will be posted on seesaw. <i>3-5 minutes</i> |
| Outside/ Physical Activity 9:55-10:30AM | Take this time to go outside with your child. |
| In Classroom Time 10:30-11:45AM (start date TBD) | (synchronous) Small groups with a focus on developing social and emotional skills. 1x per week as scheduled by the teacher. (start date of in person opportunities TBD) |
| Teacher/Child/Family Coaching time 10:00-11:30 | Engage in individual virtual coaching times with the teacher, student, and family with focus on developmental goals. 1x per week as scheduled by the teacher |
| #2 Seesaw Post 11:30-11:45 | (asynchronous) A video and/or activity will be posted on seesaw. <i>3-5 minutes</i> |

Little Hornet's III Preschool/GSRP Full day Sample Remote Learning Daily Schedule

| | | |
|--|--|---|
| Time for students to be with their teacher and the class together. | Time when small groups of students will meet with their teacher. Time TBD. | Recorded videos or activities will be viewable during the scheduled times. All activities/videos will be posted to Seesaw |
|--|--|---|

| | |
|---|---|
| Morning Meeting 9:00-9:15AM | (synchronous) Students meet with their teacher for class specific activities and to set the intentions for the day. Over Google Meet. |
| Small Group 9:15-9:30AM | (synchronous) Small groups meet 4 times a week with teachers for small group instruction |
| Brain Break 9:30-9:40AM | Take this time to have your child move their body and rest their mind. |
| #1 Seesaw Post 9:40-9:55AM | (asynchronous) A video and/or activity will be posted on seesaw. <i>3-5 minutes</i> |
| In Classroom Time 10:30-11:45AM (Start date TBD) | (synchronous) Small groups with a focus on developing social and emotional skills. 1x per week as scheduled by the teacher.(start date TBD/by scheduled appt only) |
| #2 Seesaw Post 11:45-12:00PM | (asynchronous) A video and/or activity will be posted on seesaw. <i>3-5 minutes</i> |
| Outside/ Physical Activity 11:30-12:00 | Take this time to go outside with your child. |
| Lunch and Rest 12:00-1:30 | Take this time to enjoy lunch and a restful time for your child |
| #3 Seesaw Post | (asynchronous) A video and/or activity will be posted on seesaw. <i>3-5 minutes</i> |
| Teacher/Child/Family Coaching time 2:00-2:30 | Engage in individual virtual coaching times with the teacher, student, and family with focus on developmental goals.1-2X per week |
| Afternoon meeting 2:30-2:45PM | (synchronous) Students meet with their teacher for class specific activities and to set the intentions for the day. Over Google Meet. Read aloud, gross motor, movement |

Little Hornets Half-day sample hybrid schedule

| | |
|---|--|
| Cohort A (10 students maximum) 2.5 hrs in person instruction | |
| 8:45-9:00 arrival and daily meeting | |
| 9:00-9:20 Small groups and Planning (math/literacy focus) | |
| 9:20-10:20 Free choice (social/emotional learning) | |
| 10:20-10:40 Clean up and recall | |
| 10:40-11:00 Read aloud and Phonological awareness games | |
| 11:00-11:15 Snack/ Dismissal | |
| 30 minutes of outdoor | |
| Additional Asynchronous math, literacy activity, or read aloud | |
| 11:30-11:45 Office hours daily | |
| Family coaching Fridays (newsletter update- will return to family coaching structure if 100% virtual instruction occurs) | |
| Indicates Asynchronous activities | Indicates in person instructional time |
| Staggered arrival/departure times from other preschool and elementary classrooms | |
| In person instruction provides opportunity for required daily components of GSRP programming (large group, small group, planning, free choice, recall, snack) and focuses on social/emotional development opportunities. Asynchronous activities will include remaining required GSRP components including outside time and additional read aloud | |
| Asynchronous activities will be provided via SeeSaw and/or Ready Rosie with focus on literacy practice that supports in person instruction | |
| Each student has opportunity to attend every day | |
| Snack will be distributed upon departure in “to go” bags. Families may pick up lunch and breakfast from district food distribution. | |
| Schedule is in place if WCS district operates in a hybrid model. Classroom may transition to 100% virtual learning at any time if district returns to 100% virtual or when closure is required by governing health organizations | |

Little Hornet Preschool Full-Day Hybrid model with AM/PM sessions

| Cohort A (9 students maximum) 2.5 hrs in person 4.5 hrs asynchronous | Cohort B (9 students maximum) 2.5 hrs in person 4.5 hrs asynchronous |
|--|--|
| 8:45-9:00 arrival and daily meeting | 8:45-9:45 Free choice |
| 9:00-9:20 Small groups and Planning (math/literacy focus) | 9:45-10:15 Outside time |
| 9:20-10:20 Free choice (social/emotional learning) | 10:15-10:30 Asynchronous learning opportunity and read aloud |
| 10:20-10:40 Clean up and recall | 10:30-11:30 Rest opportunity |
| 10:40-11:00 Read aloud and Phonological awareness games | 11:30-12:00 office hours |
| 11:00-11:15 Dismissal | 12:00-12:45- Lunch |
| 11:15-11:30- Snack ("to go" bags will be distributed upon departure) | 12:45-1:15 Outside time |
| 11:30-12:00 office hours | 1:15-1:30 Arrival and daily meeting |
| 12:00-12:30 outside time | 1:30-1:50 Small groups and Planning (math/literacy focus) |
| 12:30-1:15 Lunch | 1:50-2:50 Free choice (social/emotional learning) |
| 1:15-2:15 Rest opportunity | 2:50-3:10 Clean up and recall |
| 2:15-3:15 Free choice | 3:10-3:30 Read aloud and Phonological awareness games |
| 3:15-3:45 Asynchronous learning opportunity and read aloud | 3:30-3:45 Dismissal |

Indicates Asynchronous activities

Indicates in person instructional time

Staggered arrival/departure times from other preschool and elementary classrooms

In person instruction provides opportunity for required daily components of GSRP programming (large group, small group, planning, free choice, recall, and focuses on social/emotional development opportunities. Asynchronous activities will include remaining required GSRP components including outside time, lunch, a rest opportunity, read aloud, snack, and additional free choice time

Asynchronous activities will be provided via SeeSaw and/or Ready Rosie additional literacy practice that supports in person instruction

Snack will be distributed upon departure in "to go" bags. Families may pick up lunch and breakfast from district food distribution.

Schedule is in place if WCS district operates in a hybrid model. Classroom may transition to 100% virtual learning at any time if district returns to 100% virtual or when closure is required by governing health organizations

Little Hornet Preschool Behavior Matrix

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

Little Hornet Preschool Behavior matrix (continued)

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

Kids' Corner/ Kids' Camp Behavior

| Locations → Expectations ↓ | Waiting before/after school | Playground Outdoor areas | Hallway | Classroom | Computer Lab | Bathroom |
|--|--|---|--|--|---|--|
| Kind We consider how our words and actions will make others feel | *Use positive words, tone of voice, and actions interacting with others *Greet people | *Include others in games and play *Wait patiently for your turn during games or when playing on the play structure | *Acknowledge others quietly with a wave or a smile *Be aware of others in the hallway *Keep hands to own body and away from hallway work | *Be inclusive of others *Be helpful toward your teacher and classmates | *help others with computer problems when you are able, ask for an adult help if you are not sure how to fix the problem | *Use the bathroom for its intended purpose *Report problems or unclean conditions |
| Safe We make choices that keep those around us and ourselves free from emotional and physical harm | *Walk in a line and stay with your group *Sit in your own space/chair | *Leave nature on the ground *Go down the slides feet first *Keep hands and feet to yourself *sit on your bottom to swing | *Walk *Face forward *Keep hands and feet to yourself *carry backpack close to your body | *Walk *Use materials appropriately *Keep all 4 legs of chairs on the floor | | *Keep water in the sink *Use soap correctly, one squirt to wash your hands *Walk |
| Cooperative We work together, listen to one another, and solve problems by talking about them | *Stay in your waiting area for your grade level until 8:20 | *Follow the rules of the game *Listen to other people's ideas *Take turns *Share playground equipment | *Stay in line *Respect the personal space of others | *Participate in class activities and group discussions *Be ready work with your teacher and friends *Be alert during transitions *Work with friends to clean up materials *Share materials with others | *Visit only teacher approved websites | *Flush the toilet *Throw your trash in the wastebasket *Return quickly and quietly to your class |
| Respectful We treat others the way we want to be treated and take care of our school environment | *Sit against the wall in your dedicated waiting area so others can walk around you | *Line up quickly when called *Stay within boundaries | *Use a quiet voice if you need to talk *Stay on one side of the hallway *Keep your hands and feet off the wall | *Listen to the person talking *Use classroom materials for their intended purpose *Keep hands off non-classroom materials | *Use a gentle touch on the keyboard and mouse *Logoff websites when instructed to do so the first time | *Use a quiet voice Clean up after yourself *Give others privacy |

Section 6 Appendix B



**Williamston Community Schools
Kids' Corner Child Care
Kids' Camp Summer Program
Little Hornet Preschool**

COVID-19 Preparedness and Response Plan

October 26, 2020

The mission of Williamston Kids' Corner has always been to create a safe environment that earns the trust of the children and families we serve. We are as dedicated to that mission now as we have ever been. In times of change, we will continue to look to our governing agencies to ensure best practices are being implemented in both health and safety as well as the education of the whole child. We do not take this responsibility lightly. Accordingly, we have created a Covid-19 Operating Manual that details the necessary policy and procedures and aggressive actions we have taken to mitigate the potential spread of Covid-19. This new operating model supplements our existing and overarching family handbook for modes of operation. As we move forward in the midst of the COVID-19 pandemic, we would like to communicate those aggressive actions we have taken to assure you of our steadfast commitment to the health and safety of our families.

Note: This should be considered a live document. Updates and changes may be made in response to new information acquired or guidelines set forth.

Note: This preparedness and response plan is specific to the Williamston Kids' Corner childcare program housed within a school district building. This written plan is not the Williamston Community Schools plan. All guidelines set forth in the Williamston Community Covid-19 Preparedness and response plan are applicable in the Kids' Corner program as well. The Williamston Kids' Corner Covid-19 Preparedness and Response plan is written to address the specific operational procedures of the Kids' Corner Childcare and Little Hornet Preschool programs.

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Section 1

OVERVIEW

All child care providers must develop and implement a COVID-19 preparedness and response plan consistent with LARA guidelines. The Williamston Kids' Corner plan will be available online on the Kids' Corner homepage within the district website. A digital copy will be sent to parents and staff for signature prior to reopening.

Our plan will include:

- How Williamston Kids' Corner will monitor symptoms of COVID-19.
- How Williamston Kids' Corner will practice social distancing, as developmentally appropriate.
- How Williamston Kids' Corner will ensure hygiene (including regular cleaning and disinfecting).
- How Williamston Kids' Corner will use safety equipment (including PPE, when appropriate).
- How communication protocol will be implemented for Kids' Corner families to report symptoms or a positive test? What policies will be put into effect on when children will be excluded from care?
- How students/staff will be isolated in case of symptoms or confirmed cases onsite?
- How staffing plans will be created to implement required staff to child ratios in the event that a staff member(s) becomes ill?

Section 2

PREPARING THE BUILDING

Williamston Kids' Corner will make changes to our physical space to make it safer for children and staff. Each guideline below helps prevent the spread of COVID-19 and encourage social distancing.

1. Room A11 will be the designated room to safely isolate children who develop symptoms during care.
2. Classroom room arrangement will be designed for as much social distancing as possible. Furniture or extra materials may be removed to support movement and cleaning.
3. Toys and objects which cannot be easily cleaned or sanitized between use will be removed to the fullest extent possible.
 - a. Wooden toys will be appropriately cleaned on at least a daily basis.
 - b. Cloth toys will not be in circulation at this time.
4. There will be a dedicated staff person to complete 3 step cleaning toys and commonly used items throughout the day (wash with soapy water, rinse with clean water, and sanitize with a bleach water solution).
5. Common spaces such as the gym and playground areas will be used as needed. Equipment will be cleaned between groups and group usage will be staggered.
6. Classes will eat snacks and meals outside as much as possible. If weather does not permit eating outside, the classroom will be used creating a seating arrangement with as much space as possible between students.
7. Seating will be rearranged to seat children six feet apart (when possible) and limit the number of children sitting together.
8. Touchless trash cans will be available to provide a hands-free way to dispose of tissues and contaminants
9. Circulation of outdoor air will be increased as much as possible, weather permitting.
10. Ensure water is safe. Drinking fountains will be cleaned and sanitized on a regular basis. Water bottles from home are encouraged.

Section 3

MONITORING SYMPTOMS OF COVID-19

Licensed childcare centers must cooperate with the local public health department regarding implementing protocols for screening students and staff. Williamston Kids' Corner will perform a health screening on anyone entering the building.

Daily Health Screening

Child care providers are required to check staff for COVID-19 symptoms when they arrive (per [Emergency Order 2020-24](#)) and are highly recommended to check children for symptoms. The following procedures will be implemented at Kids' Corner.

Student daily Procedures

1. Parents/Guardians are not permitted to enter the buildings. A staff person will be assigned to greet your child at the car and escort to the classroom each day.
2. That staff member will perform a temperature check. A touchless FDA approved thermometer will be used to scan the body temperature. Children arriving with fever at or above 100.4 F or other symptoms will be sent home or not permitted into the building.
3. During the child's health screening, families will be asked:
 - Has your child been in close contact with a person who has COVID-19? (If yes, the family should self-quarantine for 14 days.)
 - Has your child felt unwell in the last 3 days? (persistent cough, temperature, shortness of breath, cold, diarrhea and/or vomiting)
4. Staff will visually check the child for signs of illness, including flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

As young children are not reliable reporters of their symptoms, asking children about additional coronavirus symptoms is not useful (for example, shortness of breath, change in taste).

Staff will continue to monitor symptoms throughout the day and monitor temperatures when children appear ill or "not themselves."

- If symptoms arise during the day, children with a fever alone, or a fever with a cough and/or diarrhea will be isolated from the group and parents will be contacted for **PROMPT** pick up. At that point, parents should contact their primary care physician/medical provider.

Staff member: Daily procedures

All school staff engage in daily self-screening for COVID-19 prior to coming to work

1. Upon entering the building, staff will apply hand sanitizer to their hands.
2. Staff will be monitored for symptoms including cough, shortness of breath, difficulty breathing, change in smell or taste, fever, and diarrhea by completing a self- health screening form.
3. Staff arriving with fever above 100.4 F or other symptoms will be sent home.
4. Staff should report contact with anyone outside of work who has had a documented case of COVID-19. Staff will be instructed to self-quarantine if they have been exposed to COVID-19.
5. Staff will wash their hands immediately when entering their classroom.

Due to childcare staff members being part of Michigan's essential workforce, they are eligible to be tested for COVID-19. Find a test site near you [here](#).

Family's responsibility to report

- A communication of this plan will be sent to families prior to reopening and will be posted on our website.

- Parents should communicate with the center if they are concerned about possible or confirmed cases of COVID-19. Families should report possible illness if anyone in their household shows symptoms or has tested positive for COVID-19. This includes the child or family members if they or their children experience possible symptoms or have a positive test. Please contact the Williamston Kids' Corner office at 517-655-4637, or Rebecca Olsen at 517-749-5593 to report an illness.

Kids' Corner responsibility to report

- Kid's Corner must and will cooperate fully with the local health department if a confirmed case of COVID-19 is identified.
- Kids' Corner is required and will report any positive cases of COVID-19 to our licensing consultant. It is not a requirement to report only symptoms.
- Information regarding any close contacts with an affected individual while at the center from 2 days before he/she showed symptoms or tested positive to the time when he or she was last present in care will be presented to the health department. The local health department will ask for this information to support contact tracing.

Responding to Possible Cases of COVID-19

The following steps will be taken by Kids' Corner if a child or staff member has Symptoms of COVID-19

- Child or staff member will be sent home immediately.
- Isolate the individual who become ill while in care but cannot leave immediately
 - For children- Child will be isolated in a safe location until the child may be picked up. If a child is 2 years of age or older, the child will wear a face mask. A child will never be left alone. Per [Executive Order 2020-164](#) any staff member caring for a child shall wear a cloth face covering as well. If the child has not been picked up in 30 minutes the emergency contact person will be contacted.
 - For staff: If a staff member begins to feel ill during the day, they should go home. If an individual is the only caregiver, they should limit close interactions with the child until they can be relieved by another staff member.
 - All individuals presenting symptoms will be asked to contact their primary care provider.

Responding to Confirmed Case of COVID-19

The following steps will be taken if a child or staff member has a Confirmed Case of Covid-19

1. Kids' Corner will report the case to the Ingham County Health Department and Williamston Community School District Administration and respond to questions such as:

- When was the staff member/child in attendance?
- Who was the staff/child near (less than 6 feet throughout the day)?
- Has there been adequate social distancing throughout the day?
- Are there others at the childcare facility that live with the staff or child?
- When are face coverings worn in the facility?
- Contact tracing will begin

2. Determine the appropriate steps to take to reduce transmission.

The Ingham County Health Department will access the specific information presented and identify steps to be taken. ***This may include closing the classroom or the program***

- At a minimum, the classroom will be cleaned (including all surfaces, toys, etc). It may be recommended that everyone in that classroom quarantine for up to 14 days.
- The Ingham County Health Department may also recommend a 14-day quarantine for all other household members and close contacts.

If Kids' Corner is unable to reach the Ingham County Health Department immediately

- All children and staff members will be monitored for symptoms
- Facility will be cleaned and disinfected. If possible, the classroom area will be closed for at least 24 hours. If that is not feasible, we will wait as long as possible and then clean and disinfect the facility following CDC guidelines.

- Clean high touch surfaces more frequently
- Clean hands more frequently
- Where a cloth face covering at all times
- Utilize the outdoor spaces as much as possible.

3. Report the case to our local Child Care Licensing Consultant

4. Notification of family and staff members

- The local health department will be notified first
- Confidentiality will be maintained when notifying families consistent with the American with Disabilities Act (ADA) and other applicable federal and state privacy laws. Even if a family/student acknowledges and publicly discloses a positive test, Kids' Corner staff will not participate in discussions or acknowledge a positive test.

Guidelines for Exclusion of sick children/Returning to Care and Work

In addition to daily health screening procedures, we rely on parents/guardians to be our partners in maintaining a safe environment at school.

1. Students with any of the following symptoms should not come to school:

- New or worsening cough (for students with chronic allergic/asthmatic cough, a change in their baseline)
- Shortness of breath or difficulty breathing
- Diarrhea, vomiting, or abdominal pain
- Fever of 100.4 F or greater or signs of a fever (chills/sweating)

2, Evaluation of COVID-19 Exposure risks- To determine needed follow up and return to school for students with any of the above symptoms, determine if they have any of the following risks for ovid-19 in the prior 14 days:

- Close contact with someone with confirmed COVID-19
- Close contact with someone under quarantine for possible exposure to Covid-19
- Travel history

If the student/staff member has one of the symptoms above and ANY of the exposure risks, the parent/guardian should call their healthcare provider, or if they do not have a health care provider, follow up with a local clinic or urgent care center. The parent/guardian may also call 2-1-1 or go to www.mi.gov/coronavirus.test to find the closest location to have the student tested for Covid-19

Returning to Care and Work

When a student or staff member should remain at home

Kids' Corner will cooperate with the local health department to determine when children and staff members may return to care and work when symptoms have been reported or after testing positive for Covid-19.

- If a child or staff member has a fever or cough
 - Staff members and children should stay home and self-isolate if they show symptoms of COVID-19. It can be challenging to determine when to isolate young children because they are ill more often than adults, and the cause of a fever is sometimes unknown.
 - **At this time , children must be fever free for at least 24 hours without the use of medicine that reduces fevers before returning to care (even if other symptoms are not present).**
- If a staff member or child exhibits multiple symptoms of COVID-19,
 - If a child or staff member visits a healthcare provider and another **cause is identified** for the symptoms, the individual may return to care once symptoms improve and they have been fever free for at least 24 hours without the use of medicine that reduces fevers. A doctor's note will be required stating that the child is not contagious and may return to school.
 - If another cause is not identified, the individual should be tested for COVID-19.
 - If a test is not done, the individual must stay home until

- Has been fever free for at least 24 hours without the use of medicine that reduces fevers AND
- Other symptoms have improved AND
- At least 10 days have passed since symptoms first appeared.
- If a child or staff member test positive for Covid-19
 - Guidance will be obtained from the health department indicating when the individual may return. In general, individuals must stay home:
 - Has been fever free for at least 24 hours without the use of medicine that reduces fevers AND
 - Other symptoms have improved AND
 - At least 10 days have passed since symptoms first appeared or the individual tested positive

Most children and staff members can return to care/work based on improved symptoms and the passage of time. Local health departments may recommend that some individuals (for example, immunocompromised individuals) receive two negative tests in a row, 24 hours apart.

Kids' Corner will allow staff who are not feeling well to remain home without penalty. Under [Executive Order 2020-36](#), employees may not be discharged, disciplined, or otherwise retaliated against for staying home when he or she is at particular risk for infecting others with COVID-19. See the Executive Order for complete details on whether employees must be paid and when they must return to work. A staff member must follow the established protocol in the Kids' Corner employee handbook when reporting an illness.

Families are encouraged to have back-up child care plans if the child or a family member becomes ill or is required to self-quarantine due to possible COVID-19.

Section 4

Social Distancing Practices

Spacing, Movement and Access

When creating a plan to safely provide care during COVID-19, “less is best.” Limiting group sizes, limiting the number of staff members caring for the children, and limiting the number of spaces a child is in during the day as much as possible. We acknowledge that social distancing is very challenging in a childcare setting. These best practices identify steps we are taking to help.

Maintain Consistent Groups

- Whenever possible, Williamston Kids’ Corner will keep group sizes at or below 15. As much as possible, classrooms will include the same group of children and caregivers. Kids’ Corner operations will be based upon which phase of the Mi Safe Start plan our community is in.
 - If Kids’ Corner remains open in Phases 1-3, group size will be kept at or below 10
 - In Phases 4 and 5, Kids’ Corner may operate at licensed capacity and will maintain consistent groups of students and staff
- In the center, consistent adults will remain with consistent groups of children. Groups will be of mixed ages to allow school-age siblings to remain together. Age groupings will be as similar as possible.
- Child care will be provided on a full -time basis only. This is necessary to provide consistent groups and keep smaller classroom sizes.
- Preschool classrooms will have limited class enrollment and a reduced classroom schedule.
- Contact with external adults and between groups of children will be limited.
- Eliminate any curriculum component (i.e. circle time, large group, small groups) that involves children touching for any reason.

Spacing and Movement

Seating will be spaced as far apart as feasible

- Seating arrangements will allow for as much space between students as feasible.
- Large tables are often used. Tables will be spaced six feet apart.
- Students will be spaced as far apart as possible with all facing the same direction, when feasible.
- When classroom enrollment allows, siblings (rather than friends) will share table space for meals and dedicated work times
- Cots for children who rest will be at least six feet apart, when possible.
- Postage signage will be used to indicate proper social distancing (in hallways, bathrooms, where lines may be anticipated)

Limit, or Eliminate, Use of Common Spaces

As recommended in the “physical space” section, one strategy to promote social distancing is to stagger and limit the use of common spaces. Williamston Kids’ Corner has canceled field trips or special events that convene larger groups of children or families. Williamston Kids’ Corner will:

- Stagger times for outdoor play and gym times. One classroom will be permitted to use the playground/gym at a time.
- Playground equipment (balls, bikes, etc) and frequently touched objects will be sanitized regularly.
- If a common space remains in use, staff will clean the space in between groups.
- Indoor assemblies that bring together students from more than one classroom will be eliminated
- Sand and water tables will be eliminated as these are commonly touched objects that cannot be cleaned.

Building access

Williamston Kids' Corner will limit family members, non-essential visitors, volunteers, and activities.

- Access to building will be restricted to staff and students
- Any adult entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records including date/time will be kept of non-school employees or other visitors entering and exiting the building.

Arrival and dismissal procedures

In order for our staff to clean and disinfect properly Williamston Kids' Corner programs will have new operating hours. **Our new program hours will be 7:30 am-5:30 pm.**

Williamston Kids' Corner will set up hand sanitizing stations at the entrance of our facility so children and staff can clean their hands. Hand sanitizer for students will occur under adult supervision.

Williamston Kids' Corner and Little Hornet Preschool will have staggered arrival and departure times. Direct contact with parents will be limited to the fullest extent possible. Williamston Kids' Corner will have designated staff meet children at their vehicles and escort them into and out of the building. These practices will be balanced with the impact on a child's transition time, the parent's work schedule, and the impact on instructional time.

Kids' Corner and Little Hornet families will use the bus loop for arrival and departure from the program. *The bus loop will be CLOSED to families during the following times to allow for safe arrival and dismissal procedures of elementary students. **Family cars will not be permitted in the bus loop if buses are present or during the following times:***

- **8:15-8:30 am** **10:45-11:10 am** **12:45-1:00 pm** **3:15-3:30 pm**

Arrival:

Please drive around the bus loop to Door ♦18 where a staff member will approach your car wearing Personal Protective Equipment (face mask and if appropriate, gloves). The teacher will greet you and your child and conduct the health screening while your child is in the vehicle. Assistance will be provided if needed for students exiting the vehicle.

- For child and adult safety, all students must exit the vehicle on the passenger side directly onto the sidewalk. Your child will be escorted into their classroom. Parents will not be admitted into the building.
- If a staff member is greeting another student, please remain in your vehicle until the staff can greet you.
- Kids' Corner staff will sign students in and out daily. Parents will confirm attendance weekly - via email.

Parents should arrive close to their child's scheduled class time. Do not arrive early as this contributes to congestion and disrupts traffic flow around the elementary campus. Class times are staggered to provide the smoothest operations, limit exposure to other classes, and create safe arrivals.

Dismissal:

Childcare parents please call the office at 517-655-4637 15 minutes prior to arrival. Please leave a message if no one answers the phone. Families of preschool students with a set classroom dismissal time do not need to call upon approach as classroom routines have been established to support this process. The teacher will then work to gather your child's belongings and escort them to your vehicle.

- For the safety of everyone, children will enter the vehicle on the passenger side only.
- Parents may exit the vehicle to buckle a student into the vehicle, please do not congregate around vehicles.
- Upon reentering the building, the staff will use hand sanitizer and then wash their hands again when reentering the classroom.

Transportation

Williamston Kids' Corner will cancel all scheduled field trips until further notice.

Meals and Snacks

- Children and staff are required to wash hands before and after meals and snacks
- Classes will eat snacks and meals outside as much as possible. If weather does not permit eating outside, the classroom will be used creating a seating arrangement with as much space as possible between students. When feasible siblings will eat together at the same table.
- Family style serving of meals and snacks will be suspended.
- Disposable utensils, plates, and cups will be provided

Section 5

Best Practices to Promote Hygiene

Childcare providers are experts in limiting the spread of illness. Williamston Kids' Corner staff will reinforce the best practices we already use with children and staff members to limit the spread of COVID-19 and any other illness. Williamston Kids' Corner will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs for reinforcing proper handwashing techniques).

Hand Washing

Williamston Kids' Corner will reinforce regular health and safety practices with children and staff by actively teaching hand washing techniques with children including washing hands often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, sneezing; going to the bathroom; and before eating or preparing food.

- Staff will continue to implement CDC handwashing guidelines. Wearing gloves does not replace appropriate hand hygiene.
- Students waiting in line for handwashing will be limited whenever possible. In bathrooms with multiple sinks, one sink will be used at a time. Floor markers will indicate the appropriate 6ft distance if waiting must occur. Signage will indicate sinks not in use to promote social distancing.
- Soap and water are the best option, especially if hands are visibly dirty. If staff or students use hand sanitizer, due to no soap and water nearby, they will use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of their hands and rubbing them together until they feel dry. Students will be under close supervision if hand sanitizer is used.
- Williamston Kids' Corner staff will continue to teach children how to cover coughs with a tissue or sleeve.
- Hand washing will occur each time a staff member or student enters a room.
- Classroom schedules will be created to ensure student and teachers hands are washed at least every 2-3 hours
- A system has been created to frequently check and refill soap and hand sanitizers

Cleaning and Disinfecting

Williamston Kids' Corner staff will continue to use robust cleaning protocols on at least a daily basis for items touched frequently. This may require designated cleaning staff.

- Common areas require at least one daily deep clean (for example, sinks, bathrooms, doorknobs, tabletops, and shared items). Custodial staff will clean at the beginning of each day prior to the arrival of staff members or students.
- Frequently touched surfaces including light switches, doors, benches, bathroom fixtures, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Clean toys frequently, especially items that have been in a child's mouth
- Williamston Kids' Corner will ensure safe and correct use and storage of cleaning and disinfection products, including storing products safely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, mask, and face shield when performing cleaning activities.
- Outdoor areas, like playgrounds will undergo normal cleaning, but do not require disinfection

Items from Home

The number of items brought into Williamston Kids' Corner will be limited as this can be a way to transmit the virus.

- *For preschool children in childcare only:* Small comfort items may be especially needed during this time of transition as they may reduce stress for children. To avoid these items coming into contact with many children, efforts will be made by staff for these items to be placed in a cubby or bin and be used for rest time or as needed. If possible, a comfort item should remain at the facility to avoid cross contamination from another site. Items must be washable. Items will be sent home at the end of the week and must be washed prior to returning.
- Soft materials (such as blankets, soft comfort items, or clothing) are discouraged. If sent, it will be required to be washed daily, at the facility.
- Items from home will remain at home. Preschool students may bring in their Little Hornet bags and Kids' Corner students may bring in backpacks. Other items, special objects, stuffed animals, or sharing day materials will be requested to remain in the car.

All lunches must now be provided by parents ready to eat. Staff will not prep lunches.

- Staff will not prep lunches.
- Staff will continue to microwave student lunches. Lunches must be in a microwavable container with a lid. Lid will be on when transported to and from the microwave. Lid will be removed for cooking.
- Students are encouraged to bring a water bottle each day. Water bottles will remain in the child's designated area away from other student items.

Section 6: Use of Safety Equipment

Personal protective equipment (PPE) is necessary in many settings to keep individuals safe. Childcare providers do not need to wear N95 or surgical masks, smocks, or face shields, however, other protective equipment is appropriate.

Gloves

- Williamston Kids' Corner staff will wear gloves in a manner consistent with existing licensing rules (for example, gloves should be worn when handling contaminated items, changing diapers, cleaning or when serving food). Staff members should wash hands before putting gloves on and immediately after gloves are removed. Gloves are not recommended for broader use.

Masks and Face Coverings:

[Emergency Order 2020-21](#) requires students of school age to wear masks and it is strongly recommended for students ages 2 through 5 to wear masks in schools and in childcare programs, Kids' Corner will also follow the mask policy established by the Williamston Community Schools.

Kids' Corner staff and students will wear masks in the following manner

- All school staff and students will wear masks throughout the day. This includes classrooms, hallways, bathrooms and during transitions such as arrival and dismissal.
- Masks, without holes, need to cover the face and mouth. Disposable masks should be disposed of daily, and cloth masks should be washed daily.
- Students arriving on school property without a mask or if the mask is soiled throughout the day will be given a child-sized disposable face mask to wear.
- We encourage students to practice mask wearing in the days leading up to in-person instruction.
- Those seeking exemptions for a documented medical need should contact the school office or central administration office to receive the necessary exemption form. The district will review completed medical exemption request and notify you whether an exemption has been granted or if a referral will be made to initiate a process of consideration of your request under Section 504 or the Individuals with Disabilities Act. Please be advised that students who are medically exempt from wearing a mask may be required to wear a face shield. The district may require additional precautions to ensure staff and student safety. If the district determines that a student is unable to safely attend school, the district may require the student to participate in a comparable virtual program.
- Students will not wear masks when eating and during rest times.

Face Shields

Plastic face shields are not a replacement for cloth face coverings but may be used in conjunction with cloth face coverings in any of the above settings. Disposable face shields will be worn for a single use. Reusable face shields will be cleaned and disinfected after each use.

Social Emotional Health While Wearing Face Coverings

A child's social emotional health is a priority. Williamston Kids' Corner staff will use strategies to prepare children for seeing their caregivers in masks and attend to children's emotional responses to this new normal.

- **Before Opening:** The program will create a newsletter and/or video for all registered families including photos of teachers. This newsletter and/or video will include administration and teachers as they:
 1. Express excitement about their return
 2. Show children what s/he looks like with and without a mask, approach the discussion with positivity and encouragement
 3. Explain wellness checks using positive language.

Section 7

Partnering and communicating with families, staff, and local agencies

Partner and Communicate with Families

Williamston Kids' Corner staff will actively contact families to determine when children will return to care and discuss new policies and procedures.

- **Proactively Contact Families**

Williamston Kids' Corner staff will reach out to families that have not been in care to:

- Determine when they will return to care.
 - Discuss concerns or questions families have about returning to childcare and how you can address them together.
 - Discuss any health concerns/conditions which may make the child at higher risk for complications if exposed to COVID-19.
 - Williamston Kids' Corner staff would like to remind families that immunocompromised children and children with chronic respiratory conditions should only return to childcare under the direction of their primary care provider.
 - It is recommended that children should be up to date with current vaccination schedules to protect from vaccine-preventable infectious disease outbreaks, including influenza. If vaccines have been delayed as a result of the stay-at-home order, families should have a plan with their child's medical provider for catch-up vaccinations in a timely manner.
- **Share New Policies and Expectations**
 - Williamston Kids' Corner staff will review new policies and procedures with parents before a child returns to care and set clear expectations for when sick children must stay home and when they may return.
 - **Support Children's Social-Emotional Needs**
 - Williamston Kids' Corner will provide families and staff with resources to prepare for the transition back to childcare.
 - Children should be prepared for the return to childcare by parents and the childcare provider.
 - **Resources**
 - [Crisis Parent and Caregiver Guide](#), from the Michigan Children's Trust Fund
 - [Talking with Children about COVID-19](#), from the CDC
 - [Helping Young Children Through COVID-19](#), from Zero to Thrive (includes Arabic and Spanish translations)
 - [Georgie and the Giant Germ](#), from Zero to Thrive and Tender Press Books

Partner and communicate with staff members

- **Proactively Contact Staff Members**

Williamston Kids' Corner administration will reach out to all staff members to:

- Determine their return to work date.
- Discuss concerns or questions staff members have about returning to work and address them together.

- Discuss any health concerns/conditions which may make a staff member at higher risk for complications if exposed to COVID-19. Staff with underlying health conditions or at higher risk should consult with their primary care physician/medical provider before returning to work.
- Share the steps you are taking to make your facility as safe as possible.
- Notify team members of face-covering expectations and provide them with the following information:
 - The correct way to wear and remove a mask.
 - How to introduce children to the concept of teachers wearing a mask.
 - How to respond to children's questions about masks
- **Share Employees' Rights**
 - Under [Executive Order 2020-36](#), employees may not be discharged, disciplined, or otherwise retaliated against for staying home when he or she is at particular risk for infecting others with COVID-19. See the Executive Order for complete details on whether employees must be paid and when they must return to work.
- **Create a Staffing Plan**
 - Williamston Kids' Corner administration/directors will assess staffing needs based on projected enrollment, the need to limit exposure across groups, and the need to practice social distancing.
 - Williamston Kids' Corner administration will have on-call staff subs to handle the potential need to quarantine staff or allow for longer absences from work than normal.
- **Train Staff**
 - Williamston Kids' Corner administration/directors will train employees about COVID-19. This includes how COVID-19 is transmitted, the distance the virus can travel, how long the virus remains viable in the air and on surfaces, signs and symptoms of COVID-19, steps employees must take to notify employers of signs and symptoms of COVID-19 and a suspected or confirmed diagnosis, and measures the employer and employees are taking to limit the spread of the virus (including PPE).
 - Williamston Kids' Corner administration will specifically:
 - Ensure staff are provided training opportunities to better understand COVID-19 and care for children safely. These courses may help meet the staff yearly training requirements:
 - [Caring for children in care during COVID-19](#), from the federal Office of Head Start.
 - [Preventing and managing infectious diseases in Early Education and Child Care](#), free from the American Academy of Pediatrics.
 - Limit in person staff meetings to no more than 10 people. Maintain social distancing requirements.
- **Provide Resources to Support Children's Social Emotional Needs**
 - Williamston Kids' Corner staff will work together to develop a plan to support the emotional reactions of children returning to childcare. Some children will be relieved, some will have initial challenges with separation from their parent(s), some may demonstrate anger at the "disappearance" of their childcare provider, and some may act out toward other children. Whatever the reactions, staff may need some new tools in their toolkit to assist the child with emotional regulation.
- **Provide Resources to Support Staff Members' Social Emotional Needs**
 - To ensure the well-being of the children, it is also imperative to ensure the well-being of Williamston Kids' Corner teachers and caregivers, and to provide them with the emotional and administrative support necessary during this time of reintegration, and in the months ahead.
 - As essential workers in the COVID-19 pandemic, childcare providers may have worries about their own physical or psychological health, and the potential risk to their family members at home.

- Young children internalize the stress of the adults who care for them, so it is vitally important to provide support and services to the childcare providers to ensure their emotional well-being.
- Strategies to “help the helpers” can include professional development supports such as access to behavioral health consultation, and reflective consultation, which can help providers remain emotionally available, sensitive, and responsive to the needs of the infants and young children they care for.

This plan was made with guidance from LARA, CDC, Mi Safe Schools Roadmap, the MI Department of Health and Williamston Community Schools