



Central Lake Public Schools
Early Childhood Programs
Family Handbook
2026-2027



Table of Contents	
Purpose of the Guardian Handbook	3
Confidential Information	3
Program Overview and Philosophy Statement	3
Behavioral Expectations and Discipline	4
Cultural Competence Plan	4
Child Recruitment Plan	5
FEE Policy	5
Parent Involvement and Volunteer Information	5
Referral Policy	6
Criteria for Admission and Withdrawal	6
Transportation	6
Attendance and Arrival/Dismissal	6
Withdrawal and Exclusion and Anti-Discrimination Policy	6
Field Trip Notification	7
Inclement Weather Procedure and Weather Policy	7
Rest Time Policy	7
Early Childhood Process for Educational Intervention	8
Calendar and Daily Schedule	8
Withdrawal and Exclusions and Anti-Discrimination Policy	8
Exclusion Policy	8
Medication Policy	9
Health Screening Policy and Practices	9
Grievance Policy	11
Parent Notice or Program Evaluation	11
Clothing and Rest Items	11
Diapering/Toilet Training	11
Brightwheel	11
Reporting Abuse and Neglect	12
Child Care Programs	12-17
Sample schedule and 25-26 Calendar	18-20

Purpose of the Family Handbook

This Handbook contains the policies and procedures of Central Lake Public School Early Childhood Programs (CLPS ECP), including Infant, Toddler, 3-Year-Old Preschool, and Great Start to Readiness Program. This Handbook is meant to serve as a reference guide however may not cover every aspect of the Early Childhood Program or every situation that may arise. CLPS ECP reserves the unilateral right to add, omit, or amend the policies and procedures provided within this Handbook upon thirty (30) days of written notice to families. No notice will be given in the event of emergency situations or licensing mandates. This Handbook is the exclusive property of CLPS ECP and is intended only for the use of guardians, families, and children enrolled within the programs operated within CLPS.

Confidential Information

Each child has a right to confidentiality. All information pertaining to children enrolled within CLPS ECP, including reports, records, and data is confidential and used for internal purposes only. Photographs or video footage of CLPS ECP activities and events taken by staff may be used for social media, web, or marketing outlets given the consent of each child's guardian(s). CLPS ECP will attempt to disguise the identity of children in the case that consent is not given. CLPS ECP cannot guarantee that photographs or video footage from outside sources will not appear in the media.

Program Overview and Philosophy Statement

CLPS ECP believes that play carries the greatest power in supporting a child's development. As your child's first school experience, we have a central role in your child's play experiences. We know that the skills learned through play help set the foundation children need for later academic and life success. We believe that children develop emotionally, intellectually, physically, and socially and that these areas of development are equally important and affect one another. Based on these beliefs, we provide opportunities for children to develop in all developmental domains through interactions individually, with the teacher, other children, and with materials.

CLPS ECP envisions that children and families in Central Lake have access to affordable and high quality infant, toddler, and preschool programming through partnerships and funding from the CLEO Purdy Endowment Fund and Great Start Readiness Program (GSRP).

All CLPS Early Childhood classrooms and teachers utilize *The Creative Curriculum* by Teaching Strategies. *The Creative Curriculum* has five components and focuses: adult-child relationships, social-emotional competence, purposeful play, interacting with the environment, and partnerships with families. Being research-based and research-proven, this curriculum still allows teachers to be creative while respecting their critical role in making learning exciting and relevant for every child. *The Creative Curriculum* is constantly evolving and consistently incorporates the latest research and practices to support the needs of every child. *The Creative Curriculum* utilizes an assessment tool referred to as SmartTeach by Teaching Strategies, to assess each child's growth and development. Using SmartTeach, each child is assessed on their development and learning. These assessments are used to guide instructional strategies by the teaching staff and shared with families at conferences, home visits, and via online participation. The progress your child is making will be shared with you at least three times per year at Parent/Teacher Conferences and the final Home Visit at the end of the year.

At the beginning of every school year, we ask that guardians complete an Ages & Stages Questionnaire (ASQ). This developmental screener provides our teachers with a snapshot and starting point of a child's developmental level. Upon completion, results are shared with parents/guardians. Sometimes additional support is needed and an additional form would allow CharEm ISD to provide additional expertise in supporting your child's success.

Guardians are a child's first and most important teacher - and they're always encouraged to be involved in our classrooms. As we welcome families and children into their first school experience at CLPS, we strive to enhance and collaborate together. The quality of our program is assessed annually by a program evaluation tool that is used to evaluate and guide program improvements systematically.

Behavioral Expectations and Discipline

All CLPS ECP staff shall use discipline or conflict resolution procedures in which adults support children as they solve problems with materials, do things for themselves, and assist them in resolving conflicts with peers. In your child's classroom, staff members will:

- Encourage children to do things for themselves throughout the day
- Treat conflict situations with children matter-of-factly
- Approach children calmly and stop hurtful actions
- Acknowledge children's feelings
- Involve children in identifying the problem by gathering information from children and restating the problem
- Ask children for solutions and encourage them to choose together
- Give follow-up support when children act on their decisions

All of the following means of punishment are *strictly prohibited* at CLPS ECP:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment
- Restricting a child's movement by binding or tying him or her
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child
- Depriving a child of meals, snacks, rest, or necessary toilet use
- Excluding a child from outdoor play or other gross motor activities
- Excluding a child from daily learning experiences
- Isolating a child in an adjacent room, closet, locked room, box, hallway, darkened area, play area, or another area where the child cannot be seen or supervised
- Placing substances in a child's mouth including soap, hot sauce, or vinegar

Staff members are never permitted to use any form of negative discipline, including corporal punishment or seclusion. The classroom's Lead Teacher or Early Childhood Program Director will maintain ongoing communication with guardians and families regarding any aspects in the care of each child, including behavioral expectations. Time-outs are not appropriate methods of discipline for children under the age of three, and time-outs will not be used for any children at CLPS. Each classroom uses a "safe space" or designated area of the room that children can enter voluntarily as a space to emotionally regulate, reset, or have a moment alone. Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property. A rule about a non-severe and developmentally appropriate restraint for an enrolled child with special behavioral or mental health issues can be found in Part 5: Program and Care, R 400.8280 Discipline in the Licensing Child Care Centers handbook. This rule requires parent or guardian approval before implementation.

Supporting Children with Challenging Behaviors

Social Emotional Learning (SEL) is crucial to helping children learn to manage feelings and emotions. Research shows young children who struggle with behavioral and emotional barriers have a fifty percent chance of continuing to struggle into adulthood. There is additional evidence that high-quality early childhood education can minimize challenging child behaviors when it focuses on child-initiated learning activities and is more effective when offered to children through a system based on positive relationships with children, families, and colleagues.

The following instructional strategies have been shown to be effective in promoting social interactions.

- Involve children in resolving conflicts with peers. The following conflict resolution steps are taught to the children and implemented by the adult:
 - Approach conflict calmly
 - Acknowledge children's feelings
 - Gather information from child on what happened
 - Restate the problem to the child
 - Ask child for solutions and encourage them to choose a solution together
- Reference a high-quality framework for teaching social emotional skills that target challenging behaviors. CLPS ECP utilizes both the National Center for Pyramid Model Innovations and CharEM ISD Engine Program
- Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays or identified disabilities (toileting needs, speech, motor function, aggression behaviors, cognitive delays, etc).

Teaching teams will provide:

- A calm, loving, nurturing and respectful environment
- Positive adult-child interactions that focus on program relationships
- Positive encouragement while focusing on children's strengths
- Ways to teach social/emotional skills as well as appropriate behaviors
- A safe learning environment while using positive redirection and clear classroom rules
- A predictable and consistent daily routine and transitions
- Ways for children to regulate their emotions and express their feelings appropriately
- Ways to guide children in learning how to problem solve and be part of the conflict resolution process
- Ways to build partnerships with families

Steps for Addressing Challenging Behavior

GSRP students may not be sent home for exhibiting behavior unless they are causing excessive harm to themselves or others. If an emergency/safety situation related to a behavior occurs, the teacher team and Program Administrator will work with designated CharEm Early Childhood Specialist to collaborate and make decisions on next steps.

When teaching team observes an ongoing challenging behaviors and needs additional support, the following steps will be followed:

Teaching team must document:

1. The time/part of day when the observable behavior is occurring
2. The frequency of the behavior (how often the behavior is occurring)
3. The triggers that might be causing the behavior
4. Any information that has been shared with the family and guardians regarding behavior
5. The strategies they have been consistently implementing to address the behavior:
6. What was done to teach the child social-emotional skills?
7. What was done to teach the appropriate behavior?
8. What visuals were used?

Contact the designated CharEm Early Childhood Specialist. The ECS will set up a time to visit the classroom to observe the behavior, and then meet with the teaching team and Program Administrator to share observations and discuss next steps.

If further support is still needed after two weeks of implementation, consideration will be given to creating a Behavior Intervention Plan.

Behavior Interventional Plan

If the designated CharEm Early Childhood Specialist and Program Administrator feel a Behavior Intervention Plan is necessary to support the child's social and emotional development, then a meeting will be set up with the Early Childhood Specialist, teaching team, guardians, and any other individuals deemed necessary. It is critically important that a collaborative effect is established when working with families. Teaching teams/administrators cannot meet with a family to create a Behavior Intervention Plan without the consent of the Early Childhood Specialist or Program Administrator.

The Behavior Intervention Plan will include (but is not limited to) the following:

- Documentation of the ongoing behavior in the classroom
- Strategies and techniques that the teaching team consistently implements to support the child
- Feedback from the family and guardians
- Steps that will be agreed upon to support the child in the classroom and at home
- Resources/agencies shared with the family
- A plan for next steps

A copy of the Behavior Interventional Plan will be signed by all attendees. A copy will be given to all parties as well as placed in the child's file. Follow up meeting(s) may be scheduled and required to review and reflect on implementation.

Cultural Competence Plan

At CLPS ECP, we respect families' diverse cultural practices. Developmentally appropriate practices for young children are informed by knowledge of their social and cultural contexts. An essential part of our planned curriculum is to

incorporate each children's family and community cultures as we plan meaningful learning experiences, select materials, choose study topics, and determine appropriate teaching strategies. Some examples include familiar music, materials, practices, and customs that reflect the home cultures of our families. By doing so, we give children the message that each child and their family are important and worthy of respect. Our families' diverse cultural practices will be evident throughout our classroom environments, shared via our classroom newsletters, and as part of our everyday discussion with children and their families. For your child to feel included, we hope that you will share aspects of your family culture with us. CLPS ECP welcomes all, and we believe an environment that reflects community and family creates positive early learning experiences for all children.

Child Recruitment Plan

Tuition-free GSRP preschool applications are completed with parents and a recruitment specialist, income and other eligibility factors are collected. Each child is then placed on a list of applicants based on eligibility factors. Those with the highest eligibility factors are granted enrollment first. Families that do not qualify for GSRP will still be accepted if space is allowed. Children are placed in a program based on parent choices and family needs. You can find more information here: <https://greatstarttoquality.org/free-preschool-programs/>

FEE Policy

The Great Start Readiness Program is tuition free. The families are prioritized starting with the lowest income levels working up to 400% of the federal poverty level. If space allows, children above the 400% of the federal poverty level will be considered for enrollment. It is funded by Section 32 (d) of the State School Aid Act, a grant awarded by the Michigan Department of Lifelong Education, Advancement and Potential.

Parent Involvement and Volunteer Information

Parent involvement is a significant part of our program, and parents are always welcome visitors in the classroom at any time. Please feel free to come to observe any part of the day or to eat lunch with your child. Additionally, CLPS ECP holds several events throughout the year that we highly recommend that you participate in and attend:

- ***Open House*** - An Open House will be held before the first day of school. This is an opportunity for parents and children to come and visit the classroom and meet the staff. Participation in this activity will help eliminate any first-day jitters.
- ***Parent Involvement*** – We encourage families to become involved throughout the year and always appreciate parents that can assist in the school or on field trips. Parents are encouraged to approach teachers with any particular skill or talent they would like to share with the class.
- ***Conferences*** - Conferences will be scheduled twice a year. During these conferences, we will discuss the growth of your child, answer questions, and develop a plan to address any areas of concern or particular interest. Parent conferences are mandated as part of the Department of Education grant. Although we schedule specific days for conferences, we are flexible, and accommodations can always be made to ensure that parents are able to attend.
- ***Home Visits*** - Home visits will be done twice a year. The first home visit is an excellent time to get better acquainted with one another, and the second helps to provide a smooth transition to your child's next school setting.
- ***Family Participation Group Meetings*** – These meetings are held twice a year; in the Fall and the Spring in our classroom. The attendance at these meetings may include but is not limited to: school superintendent & principal, preschool teachers, kindergarten teachers, Early Childhood Specialists, local service agency representatives, and parents. We highly encourage parent attendance at these meetings as we value your input. Meeting dates can be on our website.
- ***Parent Cafes*** - Held in the evening, Parent Cafes welcome families back into the school for a provided dinner and learning experience from our local Great Start Collaborative and Family Coalition. Parents will have the opportunity to engage in ongoing dialogue about decision making processes and learning opportunities. Meeting minutes and agendas are shared with membership attendees. Meals and child care are provided for the in-person Parent Coalition meetings and networking events.

Comprehensive background checks will be required for classroom volunteers who will be unsupervised, with children, at any time. A database, called Child Care Background Check System (CCBC System), has been developed to hold background check information. All supervised volunteers must have a public sex offender registry clearance before having contact with children in care. Any individual who is registered on the public sex offender registry is prohibited from having any contact with any child in care.

Referral Policy

CLPS ECP maintains information regarding resources to assist in meeting child and family needs (i.e. housing assistance, heating assistance, health referrals, etc.) Please let the classroom teacher or Early Childhood Program Director know if you are in need of a resource or referral assistance. After a referral is made, staff will follow-up with you to determine if further assistance is needed.

Criteria for Admission and Withdrawal

Our GSRP 4-year-old Preschool classrooms serve children that are 4 by September 1 of the current school year. Per a state provision, a child that turns 4-years-old by December 1 may also be enrolled. This classroom is funded by the state (GSRP) and provides each child with a tuition-free experience.

Before a child can begin enrollment, the following documents must be completed, submitted, and on file at the program:

- Current **immunization records**
- A **Child Information Card**
- Written documentation that the parent **received the written information packet** (this handbook)
- Within 30 days of initial attendance, a **physical evaluation** performed within the preceding year and signed by a licensed health care provider with any restrictions noted must be on file for each child enrolled

Transportation

Transportation is available for children three and older in the Central Lake School District that are enrolled in GSRP; all district children ride together. Please contact the school office at **(231) 544 5221 ext. 300** with any questions you might have regarding bussing.

If you are transporting your GSRP Preschool child to school, please drop him/her off no earlier than 7:50 am and pick up by 3:00 pm. Preschool families should use the Early Childhood Wing entrance at the opposite end of the Main School entrance if it is between 7:50-8:00am and 2:50-3:00pm. If it is outside of these time frames, please use the Main Elementary entrance. In accordance with Michigan laws governing the operation of our program, a parent or another adult authorized by the parent **must** meet the school bus at the bus stop, both at pick up and drop off times, and assist their child in getting on and off the school bus.

Attendance and Arrival/Dismissal

Regular attendance is crucial for a child's success; it supports a consistent routine, enhances learning, and helps children build strong social-emotional skills. Preschool Students are expected to attend preschool each scheduled day unless illness or a family barrier exists. If your child will be absent, please notify the **Elementary Main Office by 8am at 231-544-3141 ext. 54300**. CLPS ECP Preschool classrooms begin their day promptly at 7:55am and encourage families to arrive no later than 9am due to structured learning and group activities beginning at this time. Repeated unexcused tardiness or absences may result in a meeting with the Early Childhood Program Director to discuss continued enrollment and support strategies for regular attendance.

Arrival for Preschool students begins at 7:45am to ensure students are checked in and settled in their classrooms by 7:55am. When dropping off, please enter the Early Childhood Doors from 7:45 to 8:00 am. After this time, please enter through the Elementary Main Office Doors. Dismissal begins at 2:45pm again at the Early Childhood Doors. If needing to pick your child up early, please enter the Elementary Main Office Doors and check in at the office. An office secretary will phone down to the designated classroom to notify teaching staff of your arrival. CLPS ECP opens at 7:30am each morning for Infant and Toddler Programming. Preschool classrooms begin at 7:55am. Preschool teachers cannot accept children into their care until 7:45am.

If your child is unable to attend on any given day or will be unusually tardy, please call the Elementary Office at 231-544-3141 ext. 54300 as soon as possible.

Field Trip Notification

During your child's time at Preschool, occasional field trips may be planned. Families are required to sign a permission slip annually and will be notified before each trip. By filling out the enrollment packet, you give permission for your child to walk within the Village of Central Lake.

Inclement Weather Procedure and Weather Policy

If Central Lake School is closed, ECP will also close. Closure will be posted on the CLPS Facebook page, sent out on Brightwheel, the CLPS App, and can also be found on our local news and radio stations. Per state and federal guidelines, our program requires we partake and practice inclement weather drills such as Fire Drills, Tornado Drills, and Shelter In Place drills. In the event of a drill, guardians will be notified via Brightwheel.

In the case of concerns in the air quality, CLPS ECP will reference guidance from [Air Now](#) to determine outdoor opportunities for the day.

- Yellow (Moderate | AQI 51–100): Outdoor play is permitted for most. However, staff must closely monitor children who are unusually sensitive to air pollution (such as those with asthma or reactive airway disease) for coughing, wheezing, or shortness of breath.
- Orange (Unhealthy for Sensitive Groups | AQI 101–150): Limit total outdoor time to 30 minutes or less. Move high-exertion games indoors and restrict outdoor play to low-energy activities. Children with chronic lung or heart conditions must stay indoors entirely.
- Red (Unhealthy | AQI 151–200) & Beyond: Cancel all outdoor activities, recess, and physical education. Move all active play into large indoor motor spaces.

Rest Time Policy

Since our program is open for five or more hours a day, we are required to provide a time for rest. Rest Time is a scheduled part of the daily routine planned for no longer than one hour. Accommodations for individual needs will be made as needed. I.e alternate activities are given to children who do not sleep but are supported to ensure a moment of developmentally-appropriate rest needs are met for each child.

At this time in their daily schedule, children are encouraged to assist with putting cots out, getting their blanket and transition item, dimming lights and turning on soft music. Adults assist in this transition by moving amongst children in an unhurried fashion, having quiet conversations, and providing soothing touches such as backrubs or pats at child request. When Rest Time has concluded, children are encouraged to care for their items by placing blankets and transition items back into their identified spaces, returning cots, turning off soft music, turning lights back on, and following the planned activities within their daily schedule. Rest time must comply with the requirements of the Department of Lifelong Education, Advancement and Potential Child Care Licensing Bureau. Resting or sleeping areas must have adequate soft lighting to allow the child care staff member to access children.

Early Childhood Process for Educational Intervention

CLPS Early Childhood recognizes the right of each individual child, including those with special needs, to an appropriate quality education experience. CLPS does not discriminate against children with special needs. The preschool classroom is the first and most critical intervention since children benefit from exposure to the general curriculum, as well as the routines, strategies and peer interactions within the preschool setting. Developmental rates of young children vary greatly so it is important to allow a period of time for children to adjust to the environment and access to the educational benefits it provides.

If a developmental delay is suspected, teaching staff will follow the Char-Em ISD Early Childhood Process for Educational Intervention. Char-Em special education staff support teachers in developing strategies and interventions to strengthen instruction and evaluate children to determine if a child meets Michigan criteria for special education related services. If additional individualized support is needed, the classroom teacher and parent/guardian will complete the "Request for ISD Support" form together.

Calendar and Daily Schedule

Enclosed at the end of this handbook, you will find a copy of our school calendars. CLPS ECP follows the CLPS district calendar as closely as possible to provide consistency for our Central Lake community. Parents are encouraged to post our school calendar at home for future reference. Our program classrooms all follow their own specific daily schedules that consist of intentional structured and unstructured times based on the development level of their students. The daily schedule in preschool classrooms will include times such as small group, large group, gross-motor activities, outdoor time, rest, and music. The daily schedule is represented in two ways in the classroom: written and posted at adult level as well as visually posted at child level. Students are encouraged and prompted to reference the visual schedule throughout the day. This provides students with a consistent awareness of what each day will bring and allows them the independence to complete each task. Students use the daily schedule as a checklist throughout their day. *A sample Daily Schedule and School Calendar can be located at the back of this handbook.*

Withdrawal and Exclusion and Anti-Discrimination Policy

Children must not be denied admission, excluded, or expelled because of the need for additional developmental, medical or behavioral support, assistance with toileting, staff attitudes and/or apprehensions. If you wish to withdraw your child from the program, please let us know promptly so we can provide support to you and your child during the transition.

The program does have the right to dismiss a child following consistent conversation and problem solving with the family regarding:

- *Nonpayment of tuition*
- *Whether the program suits the child*
- *Consistent absences*
- *Specific behavior that continues despite the creation and implementation of plans and strategies; the behavior must be deemed unacceptable or unsafe and place other children in frequent harm (biting, aggressiveness, etc.)*

Exclusion Policy

If a child becomes ill at school, it is the responsibility of that child's parent/guardian to make arrangements to have the child taken home. If the classroom teacher is unable to reach the parent/guardian, they will contact the emergency telephone number listed. Please keep us updated on emergency telephone numbers.

Children, staff, and volunteers who have a fever above 100.4, any other communicable disease, or a short term injury that endangers the health and/or safety of children or others are not permitted to be in the classroom(s). If needed, we will assure that a child too ill to remain in the group is placed in a separate area and is cared for and supervised until a parent or caregiver arrives. Items and facilities used by an ill child or adult will not be used by any other person until washed, rinsed, and sanitized. Please notify the school or a staff member when/if your child contracts a communicable disease such as chickenpox, strep throat, etc.

Additionally, it is expected that children may still have accidents after they have learned to use the toilet, but that these accidents will become infrequent. Accidents are part of the early childhood process, and we believe that children should not be made to feel ashamed for having a mishap. Accidents should be treated as teachable moments for children, and we partner with our families to assist each child in building the skills necessary for independent toileting. Each child is asked to keep an extra set of clothing at school for this reason. Our teachers will appropriately respond to toileting accidents and assist children in the bathroom when necessary.

Medication Policy

If it is determined that a child requires medication during school time, teachers and staff must follow the State of Michigan licensing requirements for storage, administration, and documentation of medication. Parents must bring any medication to Program Director to ensure the following requirements are met:

- medication is in its original container
- the pharmacy label clearly states child's name, dosage instructions, and the prescribing doctor
- complete the *Medication Permission and Instructions* form, which outlines instructions for administering and storing medication.

All medication will be kept in an area accessible only to staff in the classroom or can be refrigerated if necessary. Medications will only be administered to students by a staff member who is approved to do so. Additionally, staff members will not add any form of medicine to a child's beverage or food unless it indicates to do so on the pharmacy label.

Staff members shall keep all medication out of the reach of children and shall return it to the child's parent or destroy it when the parent determines it is no longer needed or it has expired. We will maintain a record as to the time and the amount of medication given or applied (with the exception of topical medications) approved by licensing. One form per medication is required. The signature of the staff member administering the medication must be included.

Annual parental authorization must be signed and on file at the program for staff to administer any topical medications such as: sunscreen, bug spray, diapering cream, and triple antibiotic ointment.

Health Screening Policy

Program participants are required to provide up to date and accurate physical and dental health screenings within thirty days of starting the program. Proof of immunizations is also required before attending. If families have decided to waive immunizations, they must provide a copy of the waiver upon enrollment.

Health Policies and Practices

Physical Activity

Students are encouraged to spend (2) thirty minute periods outdoor or participating in gross-motor activities daily. The opportunity to play outdoors is an essential part of the growth and development of young children. We understand that outdoor play provides an important change from the indoor environment: fresh air, less structured play, and the chance to practice physical skills like running, climbing, and jumping. All children are expected to come to the program dressed for and able to play outdoors. In the Winter months, the temperature and wind chill are watched daily and hourly by program staff and if needed, indoor physical activities are provided if proven too hazardous to go out. We encourage the following items to be sent with your child in the Winter months: boots, jackets, hats, mittens/gloves, and snow pants. If your family needs assistance in acquiring these items, please let your child's teacher know.

Nutrition for Children

Good nutrition is a leading contributor to each child's well-being and life-long healthy eating habits. CLPS ECP participates in the Child and Adult Care Food Program (CACFP) and provides free breakfast, lunch, and a snack daily to enrolled students. All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School and state nutrition standards. Monthly menus will be planned and posted on our classroom bulletin board, and shared via the school website. Any food substitutions and changes will be shared with families ahead of time and documented on menus posted in your child's classroom. CLPS ECP ensures that any child with special dietary needs is provided with snacks and meals in accordance with the child's needs, with the instructions of the child's parent, or licensed health care provider. We encourage mindful eating habits and avoid added sugar in snack choices as much as possible. Any food allergies and sensitivities will be shared with families before the school year begins. Please notify us if your child has any special dietary needs. Staff and children must wash their hands prior to and after handling and eating food.

CLPS ECP asks that families attempt to keep candy, gum, and pop out of the classroom. If your child is eating a snack as they enter the building, please allow time for them to finish the items or place away before entering the classroom. **If you are bringing in a celebration snack for your child (birthday, etc) these items must be store bought and have listed ingredients.**

Health Care Plan

Staff and children must wash their hands before handling and eating food.

The following handwashing guidelines are posted in food prep areas and restrooms:

- Procedures for hand washing - All staff and children will wash their hands with soap and water and dry them thoroughly before and after handling food or eating, after using the bathroom or other facilities, and any time hands are visibly dirty to help prevent the spread of germs and maintain a safe, healthy environment..

- Handling children's bodily fluids - All staff will follow blood borne pathogens guidelines when handling bodily fluids. Staff are to handle spills using rubber gloves, paper towels, and bleach water. Volunteers will not assist in cleaning up.
- Cleaning and sanitizing equipment - All classrooms have gloves, towels, and proper cleaning supplies to sanitize tables, toys, equipment, and spills.
- Controlling infection - Deciding when a child is infectious is sometimes a matter of opinion; however, the most effective means of minimizing the spread of infection is to exclude children from the childcare center.

Accident and Emergency Procedures

Emergency plans are posted in the classroom in accordance with licensing regulations. In the unlikely event of an emergency, we will contact families via phone or text using the Child Information Record Emergency Contacts provided to the program at enrollment. Please keep emergency telephone numbers updated.

In case of a minor accident (scraped knee, bumps, bruises, etc.), staff will fill out an Incident Report detailing the event occurrences. In case of a major accident or incidents, guardians are to be notified immediately. If a guardian is unavailable, emergency person(s) authorized on the Child Information Record Emergency Contacts will be contacted.

Fevers - A child may not attend if they have a fever (100.4 degrees or higher). The child must be without a fever for at least 24 hours **without the use of fever reducers** before returning.

Nasal Discharge - Nasal discharge that is thick with a yellow or greenish color usually indicates infection. Staff will notify guardians when noticed for precaution.

Vomiting or Diarrhea - Children who are vomiting and/or having diarrhea should not be at school. A child must be free of symptoms for 24 hours before returning to school.

Rash - Any unidentified rash should be investigated by a physician to determine the cause. Chicken Pox is a highly contagious disease characterized by a skin eruption featuring crops of darkened raised spots that blister and become scabs. Any moist sores are contagious. Children with Pink Eye, bacterial conjunctivitis, may return to school once discharge and redness has subsided and improved with the use of antibiotics and a fever is not present.

Cough - A doctor should investigate a cough that is persistent, excessive or hoarse. A doctor should also examine earaches, fever, chills, and sore throats.

Lice -

Student identified during school hours to have an active case of head lice:

- The student may return to class but will be restricted from activities involving close head-to-head contact or sharing personal items with other children. Students who ride the bus will be permitted to ride the bus home.
- The teacher will notify the parent/guardian directly and offer emotional support as this is a difficult situation for all involved.
- A copy of the "Quick Guide for Managing Head Lice" will be sent home with the student.

Student returning to school after head lice treatment:

- The parent must accompany their child to the school office with confirmation of treatment.
- Designated school personnel will re-examine the student's hair:
 - The student will be re-admitted to school if no live lice are found.
 - If live lice are found and not removed, the student may not be re-admitted to class.
 - Review with the parent the manual lice removal techniques (if chemical treatments were used, they should not be used again for another 7-10 days).
 - Suggest the parent call their pediatrician for further assistance or contact the local health department or school nurse for assistance.
 - Any student with no live lice, but nits farther than ¼ inch from the scalp should return to class.
 - If nits are found within ¼ inch of the scalp, educate the parent about the need for removal of those potentially viable eggs and return the child to class. School personnel should recheck for lice and nits the next school day to verify removal of potentially viable nits.
 - Periodic checks of the student's hair by designated school personnel should be done over the next few weeks to assure successful treatment. This will be done with confidentiality in mind.
 - The parent will be required to continue daily lice checks and nit removal for two or three weeks.

Recurrent or Chronic Cases of head lice:

- If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the program will form a team that may include the student's parents, teacher, social workers, or administrators to determine the best approach to resolve the issue.

Ticks - When a tick is found on a child, staff will do their best to assess the situation and then notify the family in order of contacts listed. Staff may be able to remove the tick safely however are not required to do so.

Grievance Policy

Program participants may express a concern or grievance about program services, delivery systems, or other flaws they may perceive in the program. We ask that you express your concerns in the following manner:

1. The classroom teacher
2. If not resolved, contact the Early Childhood Program Director
3. If not resolved, contact the CLPS Superintendent

If your child is enrolled in GSRP and you are not satisfied with the program's response, contact your local ISD office and ask to speak with the Early Childhood Coordinator. If the issue is still unresolved, you may contact the MiLEAP GSRP Program Consultant Kelly Christman: (517)241-9004 or christmank@michigan.gov. An attempt will be made to resolve concerns or grievances immediately.

Parent Notice of Program Evaluation

CLPS ECP is required to work with the Michigan Department of Lifelong Learning, Advancement and Potential (MiLEAP) to measure the effectiveness of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff from MiLEAP 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 your child would be identified; it is protected by law. If you have further questions on this requirement, you can contact MiLEAP-GSRP@michigan.gov or (517)241-7004 or 105 W. Allegan Street Lansing, MI 48933.

Clothing and Rest Items

Every child is expected to attend fully clothed with a top (tshirt, sweater, etc), bottom (pants, shorts, skirt, etc), socks and shoes daily. Recommended shoes include tennis shoes and those that have toe covers or protection as children are actively participating in activities and transitioning inside and outside daily. Additionally, an extra set of clothing should be sent in with each child in the instance of spills or accidents. Please label any items brought into school that belong to your child and family to ensure they get rightfully returned.

One or two rest items are encouraged to be brought in by each child for Rest and Quiet Time. These items may include a favorite blanket, pillow, or stuffed animal that brings the child ease for this time. Please limit these items to two or less.

Diapering/Toilet Training

Diapering is conducted in a designated diapering area of each classroom. CLPS ECP will maintain a diapering area that includes dry storage to ensure all supplies and equipment is maintained in a safe and sanitary nature. Infant and Toddler staff shall thoroughly wash his or her hands before and after each diapering. Toilet training shall be planned cooperatively between each child's primary caregiver and the guardian so that the toilet routine established is consistent. Staff empty and sanitize all training devices when used.

Infant and Toddler Staff shall change all diapers when soiled or wet; checked on an hourly basis. Diapers are to be changed at least every two hours. If a child is sleeping, his or her diaper is changed upon waking.

Brightwheel

CLPS ECP uses Brightwheel, an easy-to-use website and app, to log attendance and bill families for care. Each child is enrolled on the platform and assigned a profile to their designated classroom. Upon enrollment, families receive personalized invitations to connect to the classroom and set up any billing preferences.

CLPS ECP staff enter attendance at the beginning of each day and following the dismissal of children. If there is an urgent matter or need to communicate with staff during the school day, please contact the Elementary Main Office **(231)544-3141**. Billing and payments are processed through Brightwheel with a small processing fee. Families can choose to pay directly on the app using a credit or debit card but also by check addressed to Central Lake Public School Early Childhood Program. Checks must be handed off and turned in to the Elementary Main office.

Reporting Abuse or Neglect

All staff are considered mandated reporters, requiring them by law to report any suspicion of abuse or neglect involving children in the program. These reports may be difficult for everyone involved; however, they are important in the advocacy and well-being of the children in our community.

Child Care Programs

Registration Procedure

Registration packets are available at the Central Lake Elementary Early Childhood office. It will be necessary for the parent/guardian to complete and turn in the following before the child's first day:

- Child information card – all required sections must be completed (no blanks)
- Immunization record or waiver
- Health appraisal filled out and signed by the doctor
- Policy handbook statement
- Signed/initialed Parent Permissions Form (includes photo release, topical non-prescription medication, walking field trip, etc.)
- Signed contract and, if applicable, a State of Michigan child care application and a food reimbursement application
- Emergency Care Plan, Medication Permission Forms, and/or emergency medications

Program Hours

Child Care Program hours run from 7:30 AM until 5:00 PM on a Monday through Friday schedule. If your scheduled hours of care change, please notify classroom teachers and Program Administrators to ensure the contract is reflected accurately.

Typical Daily Routine

Each child is unique in personality, needs, and responsiveness. A daily consistent yet flexible schedule will help maintain routines that are supportive of these qualities. We also think about schedules in terms of how much time is given to different routines. For example, some infants may take several short naps throughout the day, whereas others may take one or two longer naps. For very young children, differences from one child to the next are normal. Children develop best when nurturing teachers modify their schedules to accommodate infant and toddler needs rather than trying to get children to fit a set classroom schedule.

A daily schedule for the Infant and Toddler classrooms might include:

- Arrival/greet families
- Breakfast/feeding
- Indoor/outdoor developmentally appropriate experiences; naps as needed
- Diapering and toileting
- Small group time with songs
- Lunch/feeding
- Diapering and toileting
- Naps as needed
- Diapering and toileting
- Snack/feeding
- Indoor/outdoor developmentally appropriate experiences
- Departure

Tuition and Billing

Our childcare rate is \$180 a week, or \$36 per day. Child Care fees will be based on the schedule submitted at the time of enrollment. **Daily fees will be charged based on enrollment, not attendance.**

Child Care Rate: \$36/day

After School Program (3pm-5pm): \$10/day

Families are billed biweekly via Brightwheel. CLPS ECP Child Care rooms participate with the DHHS child care reimbursement program. If you are income eligible, you may qualify for reimbursement of your childcare costs through the State of Michigan. Childcare fees are due every two weeks. We will bill the State of Michigan directly for those clients who are entitled to reimbursement of child care costs. A statement of your account may be forwarded to you when appropriate. There are no credits or refunds for absences because program costs are based on your child's expected attendance.

Monday	Tuesday	Wednesday	Thursday	Friday	BIWEEKLY BILL
	X		X		\$144
X	X	X			\$216
X	X	X	X		\$288
X	X	X	X	X	\$360

1. Billing invoices are sent out every other Monday for the prior two weeks of childcare. When invoices are sent out on Monday, the bill is due on Friday of the same week. You may choose to set up payment through Brightwheel, an online payment option.
2. If payment is not paid on the due date, then the bill is considered past due on the following Monday. If payment isn't made by the end of the past due Monday, a past due notice with a \$5.00 late fee is mailed to notify the parent that their bill is considered past due. The statement also reads that if payment is not made by Friday of the same week, their child may not be able to attend the following Monday.
3. We are willing to work out a payment plan with families that find themselves in financial difficulties. We ask that they respond to our contacts as soon as it is apparent they are unable to pay their bill in full. Contact must be made directly with office staff at Central Lake Elementary School. When payment is made in full or other agreed upon arrangements have been made with CLPS office staff, the child may return to the daycare.
4. If we do not receive payment by the following Friday of the due date, we will mail out a reminder notice. In the event you do not make your payment a Cancellation Notice will be mailed to you or will accompany your child home. The Cancellation Notice states that the past due payment must be paid that day or the following Monday morning before the child will be allowed to return to the daycare.
5. If we receive no contact from the parent about their past due bill and services have been canceled, a series of notices will be sent out weekly to attempt to collect payment. The second notice is the day Care Service Cancellation notice and a \$10.00 late fee. The third past due notice has a \$15.00 late fee applied to the original amount of the bill. A record of each sent notice and phone conversation is recorded in our Back Billing Log and is used as a tool for collection.
6. After exhausting all above options for collections of an outstanding debt, more extreme measures will be taken. A sworn affidavit and claim will be filed in the Small Claims Division of the Antrim County District Court. Once this occurs, you will receive a copy of the lawsuit by certified mail from the court. Further instructions will be on the copy you receive. If you wish to settle this obligation before the hearing date you will be expected to pay the outstanding debt, the court filing fee, and the cost of the certified mail.
7. There will be a \$25.00 fee for any check returned to us marked non-sufficient funds.

Student Drop off and Pick-up Procedure

A parent or other authorized person (listed on a Child Information Record) must accompany the child to and from the Early Childhood Wing. Children are signed in upon arrival and signed out once a parent, guardian, or authorized person enters the classroom. For the protection of your child, adults may be asked to provide their driver's license for proof of identification. If a guardian requests that their child is released to an older sibling or other minor, a signed note is required to have on file and added to the child's Child Information Record. We encourage families to review their child's Information Record annually to ensure any authorized person, phone number, or address is current.

Late Pickup Procedures After Closing Hours

If at closing (5:00 PM) a child has not been picked up, the following procedure will be implemented by staff personnel. If a child should have been picked up prior to 5:00 PM and is still in attendance at the program, procedures will begin no later than 15 minutes after normal pickup time (example: child's regular pick up time is 4:00PM and the pick-up has not yet occurred, staff will initiate contacting guardians no later than 4:15pm.)

1. Staff will begin to call the family's home, work, and then any emergency contact person(s).
2. If there is no response or a refusal to pick up the child, the following procedure will be observed.
 - a) Messages will be left at all emergency contact numbers. At 6:00pm, local police and possibly Child Protective Services will be called and notified of the situation.
 - b) Depending on the contact or lack thereof with the parent or guardian, local police officers may take the child into their custody and continue with the contacting procedure.

Late Pick-up Charge

Parents are encouraged to notify staff if they are going to be late for pickup. After 5:00pm, staff will begin to contact designated contacts listed on the Child's Information Record to arrange for pickup. After 5:00pm, a late fee may be charged. Our budget does not include overtime pay for our employees; therefore, these fees will compensate for their time spent beyond their scheduled time.

Fees

5:00 – 5:30 p.m. \$10.00 late charge
5:30 – 5:45 p.m. \$20.00 late charge (in addition to the \$10)
5:45 – 6:00 p.m. \$25.00 late charge (in addition to the \$30)
Hourly after 6:00 p.m - \$25.00 late charge (in addition to the \$55)

Consequences of Late Pick-Up

1st Offense: Verbal warning and late charge
2nd Offense: Written warning and late charge
3rd Offense: Possible exclusion and late charge

Delayed Start Days

If Central Lake Public Schools are on a Delayed Start, families are assumed to believe that Infant and Toddler staff will not be in the building until that day's delayed start time. A Delayed Start is typically defined as pushing the start of the school day back two hours. If a Delayed Start is called, Infant and Toddler families can plan to drop-off two hours later than opening hours. For reference, programming begins at 7:30am and would therefore be pushed back until 9:30am.

Early Dismissal Days

If the Central Lake Public Schools are dismissed early due to weather or operational problems (power failure, etc.) Infant and Toddler classrooms may also need to close. Families will be contacted asap in order to arrange for this change in pickup and safe departures. If a parent or guardian is unreachable, staff will reference each child's Child Information Record.

Transportation

Transportation to and from the Early Childhood Program is a family's responsibility. Children under the age of three-years-old are not eligible to ride the district buses.

Primary Caregiver Policy

Upon enrollment, each child will be assigned a staff person, Primary Caregiver, who will primarily be responsible for caring and communicating with the child's family. Consistent, responsive, and meaningful interactions with a Primary Caregiver supports the development of trust and security of a child and family. The Primary Caregiver's responsibilities include:

- fostering a relationship with the child and family
- observing, documenting, and planning for each child's development process and learning
- supporting the child through transitions
- carrying out the majority of the child's personal care routines
- providing emotional support

Brightwheel - Infant and Toddler Classrooms Only

Infant and Toddler classroom staff enter daily reports into Brightwheel for families to access. Staff log each individual child's food intake, sleeping pattern, diaper record, and any developmental milestone observed throughout the day. While staff attempt to enter information into Brightwheel as it happens, the care and supervision of children is priority and therefore only expected to be entered by the end of each program day or 5pm.

Breakfast, Lunch, and Snack

Parents of children enrolled in the Infant classroom must provide their child with a nutritious breakfast, lunch and snack. Any baby foods, breast milk, or formula prepared in bottles must be labeled. Parents of children enrolled in the Toddler classroom must provide their child with a nutritious breakfast, lunch and snack foods **if opting out of the scheduled school menu items**. A nutritious snack, approved by the Child & Adult Care Food Program, will be offered to each child enrolled in the Toddler classroom. If a dietary restriction exists, guardians are asked to indicate them on the Child Information Card and notify classroom teachers.

Food & Breastmilk or Formula

For infants and young toddlers, formula and/or breastmilk must be brought to the center already mixed in separate bottles each with a separate nipple and labeled with the **child's first and last name and date**. All bottles/sippy cups must have a lid, cap, or cover. Bottles should be made with the amount of ounces that is appropriate for each feeding. If any formula and/or breastmilk is left in the bottle at the end of a feeding, it will be discarded. The empty bottle will be rinsed and placed in the child's diaper bag to go home to be cleaned and sanitized. Baby food, juice, and snacks must be labeled with your **child's name**. As a program, we welcome nursing moms to stop in at any time during the day to feed their child on demand. A quiet space may be provided upon request.

Diapering

Diapers and diapering supplies must be disposable or from a commercial diaper service. When a child's health condition necessitates that disposable diapers or diapers from a commercial service cannot be used, an alternative arrangement may be made according to the child's licensed physician. Diapers and diapering supplies are the family's responsibility to provide to each classroom. Families are welcome to store a supply of diapers and wipes in the classroom and will be notified by staff when supply is low. Packages and diaper creams should be **labeled with a child's first and last name**.

Extra Set of Clothes

We ask all parents to provide **TWO (2)** extra sets of clothes including weather appropriate shirts, pants, and socks. All clothing should be marked with a permanent label showing the child's last name.

Diapering & Toilet Training Plan

Diapering will be done in a designated diapering area. The diapering area and all equipment are maintained in a safe and sanitary manner. Caregivers thoroughly wash hands using soap and running water before and after each diapering and/or interaction with bodily fluids. Staff are supplied latex gloves to aid in the sanitary environment. Wash cloths, towels, or wipes used in diapering shall not be used subsequently on another part of the body or for any other purpose until laundered.

Toilet learning shall be planned cooperatively between the child's Primary Caregiver and the guardian to ensure consistency between the classroom and home. After a child uses a potty-chair or training seat, it will be washed, rinsed, and sanitized immediately. All children that wear diapers will be checked for wetness or soiled diapers hourly. If a child has soiled or wet their diaper in between scheduled checking times, the child will be changed immediately.

Biting Policy

Biting is developmentally common for children 6 months to 3 years old and may occur for several reasons including teething discomfort, limited language skills, frustration, curiosity, fatigue, and hunger. CLPS ECP does not view biting as a "bad behavior" but as a developmental phase that requires guidance and collaboration with each family. To prevent biting, CLPS ECP and Infant and Toddler staff closely supervise children, teach communication skills, provide teething toys, redirect children, and keep routine predictable to avoid inconsistency.

When a bite occurs, the following steps will be taken:

1. Immediate Response: staff will attend to the child who was bitten first, wash any possible wounds, apply ice, and provide comfort and reassurance.
2. Address the Child who Bit: staff will calmly redirect the child to an appropriate behavior and alternative item or activity and firmly verbalize that biting hurts. Staff will assist the child in modeling appropriate words or actions such as, "teeth are for eating" or "we can bite this teething toy, not our friends." The child will not be shamed or isolated from the whole group.
3. Staff will complete an Incident Report before the end of the day and notify both families. For confidentiality reasons, staff will not share names of other children involved.
4. If biting becomes repeated, **occurring 3+ times within one week**, staff will schedule a meeting with the family in hopes of setting intentional time aside to collaborate and create a written Support Plan. This family meeting should include at least 1 guardian, at least 1 teaching staff member, and the Program Administrator. Information discussed should include any noted patterns that seem to occur before biting takes place (time of day, possible triggers, conflicts, etc) and strategies that have been attempted. All present parties will communicate and detail next steps on the plan such as including new strategies (teething tools, sensory tools, or routine adjustments), a timeline of when and how long to attempt these steps, and a future date to meet again. This plan should be agreed upon and signed by all parties.
5. If progress of the Support Plan is limited within the designated timeline, temporary adjustments may then include a reduced schedule, limiting hours of care, or termination of enrollment. Termination is always considered a last resort however may occur if the program cannot safely meet the needs of the child while maintaining a safe environment for others. CLPS ECP has the right to dismiss a child following consistent conversation and problem solving with the family regarding behavior that is deemed unacceptable or unsafe and place other children in frequent harm (biting, etc.)

Transition Policy

The purpose of the classroom Transition Policy is to ensure each child is ready to move from the Infant to Toddler classroom based on their age and developmental level, giving each child time to adjust and settle into the new classroom and adjust to new routines and teachers. Families are encouraged to partake in the transition process. Children begin the transition from Infant to Toddler classrooms once they reach 18-months of age. When a child reaches 18-Months of age, their Primary Caregiver will collaborate with the Toddler classroom and Program Administrator to ensure a smooth transition.

Before transitioning to the Toddler classroom, a child should be 18-Months of age and:

- be able to follow simple directions
- be able to clean up during clean up time

- attempt to sit for short periods of time (Circle Time, Read Aloud) with teacher support
- show emerging ability to walk or move independently with little support
- be able to communicate with words and/or sign language to express their wants and needs
- be able to wash their own hands independently or with support from teachers
- be able to sit at a table during mealtime and projects
- have experience with fine motor activities
- show effort with using silverware during mealtimes
- be able to enter and leave the classroom without a car seat

***Transitions may be delayed for various reasons including but not limited to program space, enrollment, developmental levels, staffing, etc.**

What to Bring - Infants

- Diapers and wipes for the week or month
- 2 complete outfits, including socks or closed-toe shoes
- Outdoor Clothing that is appropriate for the season: **winter, rain, sun**
- *Topicals: Diaper cream*
- Pacifier, if used
- Blanket
- Outdoor clothing (we take infants on multiple walks a day in all types of weather)
- Bottles, pre-filled and labeled with the following: child's initials and date
 - Breast milk can be frozen and enough bottles for the day must be left at the center.
- Meal Items: breakfast and lunch

What to Bring - Toddlers

- Diapers, Wipes, or Pull-ups for the week or month
- 2 complete outfits, including socks and closed-toe shoes
- Outdoor Clothing that is appropriate for the season: **winter, rain, sun**
- *Topicals: Sunscreen, Diaper cream*
- Small blanket
- Pacifier, if used

Licensing Record Available Online:

All childcare centers must maintain licensing records which includes all inspection reports, special investigation reports, and all related corrective action plans (CAP). The notebook must include all reports issued and CAP's developed on and after May 27, 2010 until the license is closed. Effective 7/27/22, CLPS does not keep a physical copy of the licensing notebook, but the record is available online. Reports for at least the last three years can be accessed at

www.michigan.gov/michildcareasq

Stephanie Stedman
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 Central Lake Public Schools
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Sample Preschool Daily Schedule

7:55-8:00 Arrival

8:00-8:30 Wash Hands/Breakfast/Sign-in

For the children who need breakfast, children wash their hands and help with breakfast. Children help clean up their own breakfast space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

8:30-8:45 Music and Movement/Large Group

All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative plan and projects; and events meaningful to children.

8:45-9:00 Small Group

An adult initiated learning experience based on children's interest and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

9:00-9:10 Planning Time

Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning.

9:10-10:10 Free Choice (uninterrupted play)

Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During free choice time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

10:10-10:20 Cleanup

Children and adults clean up together keeping the spirit of play and problem solving alive.

Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning.

10:20-10:30 Recall

Gathered in small group settings, children choose work time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children's lead and encourage children to share. Adults are unhurried in their approach and may complete recall time with four or five children each day.

10:30-11:30 Outside Time

Children have many choices about how they play in the outdoor learning environment. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors.

11:30-11:40 Wash Hands/Prepare for Lunch

Children assist in preparation and setup of lunch. Children choose where they would like to sit and are encouraged to serve themselves.

11:40-12:30 Lunch

Family style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping off tables, and pushing in their own chairs.

12:30-1:30 Resting Time

Resting is a time for sleeping or quiet time on their own cot. Rest time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

1:30-2:30 Plan/Free Choice/Cleanup/Recall (Refer to AM descriptions)

2:30-2:45 Snack (Refer to Lunch Description)

2:45-3:00 Read-a-loud (Optional outside time)

Adults and children gather to listen to a story. Adults engage children with closed and open-ended questions about the literature, strengthening their vocabularies and comprehensions skills. Literature choices are based on the current study and children's interests.

3:00-3:05 Dismissal